

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180126

Grants.gov Tracking#: GRANT12659932

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180126

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The University of Chicago

* b. Employer/Taxpayer Identification Number (EIN/TIN):

36-2177139

* c. Organizational DUNS:

0054211360000

d. Address:

* Street1:

5801 S. Ellis Avenue

Street2:

* City:

Chicago

County/Parish:

Cook

* State:

IL: Illinois

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

60637-5418

e. Organizational Unit:

Department Name:

CEAS

Division Name:

Humanities

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Emily

Middle Name:

* Last Name:

Meyer

Suffix:

Title: Grants and Contract, Pre-Award Manager

Organizational Affiliation:

University of Chicago

* Telephone Number:

7737958012

Fax Number:

* Email:

ejmeyer@uchicago.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="629,109.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="629,109.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The University of Chicago

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	112,854.51	114,391.60	115,959.44	117,558.63		460,764.18
2. Fringe Benefits	16,293.16	16,619.02	16,951.40	17,290.43		67,154.01
3. Travel	750.00	750.00	750.00	750.00		3,000.00
4. Equipment						
5. Supplies	35,500.00	35,500.00	35,500.00	35,500.00		142,000.00
6. Contractual						
7. Construction						
8. Other	93,500.00	108,500.00	83,100.00	98,100.00		383,200.00
9. Total Direct Costs (lines 1-8)	258,897.67	275,760.62	252,260.84	269,199.06		1,056,118.19
10. Indirect Costs*	20,711.81	22,060.85	20,180.87	21,535.92		84,489.45
11. Training Stipends	349,500.00	349,500.00	349,500.00	349,500.00		1,398,000.00
12. Total Costs (lines 9-11)	629,109.48	647,321.47	621,941.71	640,234.98		2,538,607.64

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 62.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The University of Chicago	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment						
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual						
7. Construction						
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Emily Meyer	Associate VP for Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
The University of Chicago	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="The University of Chicago"/> * Street 1 <input type="text" value="5801 S. Ellis Avenue"/> Street 2 <input type="text"/> * City <input type="text" value="Chicago"/> State <input type="text" value="IL: Illinois"/> Zip <input type="text" value="60637-5418"/> Congressional District, if known: <input type="text" value="IL-001"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Emily Meyer"/> * Name: Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Michael"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Ludwig"/> Suffix <input type="text"/> Title: <input type="text" value="Associate VP for Research Administration"/> Telephone No.: <input type="text" value="7737028604"/> Date: <input type="text" value="06/25/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-CEAS GEPA Statement 2018_Final.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427 Information

I. Equal Employment Opportunity and Affirmative Action

This statement is available on-line at:

<https://humanresources.uchicago.edu/fpg/policies/200/p201.shtml>

The University of Chicago Personnel Policy Guidelines

Subject: **Equal Employment Opportunity (EEO)**

Section: **U201**

Date: **February 2015, last updated 07/25/16**

Prior Version Date(s): **May 17, 2004; February 8, 2011; July 1, 2002; October 31, 1995; October 10, 1985**

PURPOSE:

To express the University's continuing practice of nondiscrimination in employment.

POLICY:

The University of Chicago provides equal employment opportunities to all employees, applicants, and job seekers, and is committed to making decisions using reasonable standards based on each individual's qualifications as they relate to a particular employment action (e.g., hiring, training, promotions). No person shall be discriminated against in employment or harassed because of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a physical or mental disability unrelated to ability, protected veteran status, military status, unfavorable discharge from military service, citizenship status, genetic information, marital status, parental status, ancestry, source of income, credit history, housing status, order of protection status, actual or perceived association with such a person or other classes protected by law. This policy includes the commitment to maintaining a work environment free from unlawful harassment.

Under this policy, no employee or applicant shall be subject to retaliation (including harassment, intimidation, threats, coercion or discrimination) because he/she has engaged, in good faith, in the following activities: (i) filing a complaint under this Policy with the University, or with federal, state or local equal employment opportunity agencies; (ii) assisting or participating in an investigation or other activity related to the administration of any federal, state or local equal employment opportunity or affirmative action law; (iii) opposing any act or practice prohibited by this Policy or federal, state or local equal employment opportunity or affirmative action law; or (iv) exercising any other right protected by federal, state or local equal employment opportunity or affirmative action law. Staff employees and applicants for staff jobs should immediately bring any complaint or retaliation under this Policy to the attention of Human Resources (Labor/Employee Relations) or the Affirmative Action Officer.

GUIDELINES:

1. This Policy applies to all terms, conditions, and privileges of employment including: recruitment, hiring, probationary period, training and development opportunities, job assignment, supervision, promotion or transfer, compensation, benefits, layoff and recall, termination, and retirement.
2. The Vice President for Operations & Chief Financial Officer (VP & CFO) is responsible for ensuring that University policies (including this Policy) regarding the fair and equitable treatment of staff employees are implemented.

*University of Chicago Center for East Asian Studies
NRC and FLAS Proposal, 2018-2022*

3. The Affirmative Action Officer coordinates the University's compliance with and interpretation of this Policy and advises employees, supervisors, and managers about the policy as needed.
4. Department heads, managers, and supervisors have primary responsibility for ensuring that employment decisions and the work environment are in compliance with this policy. Their own work performance will be evaluated, in part, on the basis of their efforts and results in the area of EEO.
5. Staff employees who believe they have been discriminated against, harassed, or have knowledge of such conduct should discuss their concerns or bring any work-related concerns to their supervisor. However, a staff employee may elect to contact Human Resources (Labor/Employee Relations) or the Affirmative Action Officer. Every reasonable effort will be made to conduct a prompt investigation and to treat complaints impartially and confidentially with a view to arriving at fair resolutions. If an investigation leads to a determination that this Policy was violated, corrective action up to and including termination of employment will be taken.
6. The University will provide, upon request by a job seeker or an applicant, reasonable accommodations for a disability, to complete the application process.
7. In accordance with the Americans with Disabilities Act, the University shall provide upon request by an employee with a disability, reasonable accommodations for the employee when doing so will enable the employee to successfully perform the essential duties of the job. Staff employees should contact Human Resources (Labor/Employee Relations) to initiate the disability accommodation process.

Employees represented by a union may be governed by the appropriate bargaining unit agreement.

In addition, the University has developed and is executing action-oriented programs consisting of the following:

1. The University of Chicago makes available Assistive Learning Devices for the hearing impaired at all events and functions
2. Annually informing its prime recruiting sources of its equal employment and affirmative action policies.
3. Identifying specialized recruiting sources for minorities and females and notifying those sources of the university's new hire needs and of the university's selection process.
4. Notifying the Illinois Department of Employment Security of all staff openings to be filled by outside hires.
5. Working with college and campus organizations to apprise potential minority and female candidates of job openings.
6. Establishing direct links with local schools with significant minority and female enrollment.
7. Maintaining a job posting program.
8. Sponsoring a tuition reimbursement program, open to all minority and women employees on a non-discriminatory basis.
9. Including minorities and women on its Human Resources staff.
10. Reviewing any new position descriptions, developed for open positions, to ensure they accurately reflect position functions.
11. Providing copies of position specifications for job openings to all recruiting sources.
12. Offering part-time employment opportunities and flexible work hours to improve employment opportunities for women and minorities.
13. Participating in various job fairs, including the following: Cook County Job Fair, Regional Minority Job Fair, Hispanic Alliance Career Exposition, Olive Harvey Spring Semester Job Fair, DeVry Institute Career Fairs, Operation Access Job Fair, Diversity Job Fair, Women for Hire, St. Ailbe/Featherfist, Governors' State University Job Fair, Loyola Life Sciences Career Fair, Greater Midwest Sci/Tech Job Fair.

14. The University houses an **Office of Business Diversity**. The Office of Business Diversity works to create opportunities for minority- and women-owned businesses within professional services, construction, goods and other services. The Office's professional services symposium provides an opportunity for senior leaders at the University to network and build sustainable relationships with minority- and women-owned firms. This forum has resulted in groundbreaking and innovative relationships for the University. In addition to creating contract opportunities with minority- and women-owned businesses, the Office of Business Diversity also provides free workshops to our local south side of Chicago business owners. Through a collaborative undertaking with the University Law School Institute for Justice Clinic on Entrepreneurship, our distinguished professors, students, and alumni have facilitated several workshops about issues pertaining to marketing and financing, that typically draw an average of 40 local business owners. As a result of business diversity efforts, the University of Chicago is building partnerships and setting the standard for urban universities everywhere. More information is available at: <http://businessdiversity.uchicago.edu/>
15. **UChicago Local** is another indication of the University of Chicago's partnership with the community to create greater economic opportunity. Developed through the University of Chicago Office of Civic Engagement, UChicago Local is an initiative designed to support local businesses and job seekers in the neighborhoods around the University's campus. UChicago Local includes a variety of programs and tools, including a referral partnership (747 Collaborative), Chicago Jobs Council, non-profit Skills for Chicagoland's Future, and UChicago Local Workforce Conference, to help connect businesses and residents to opportunities at the University, the University of Chicago Medicine, and their vendor networks. A complete description is available at: <https://civicengagement.uchicago.edu/anchor/uchicago-local/>
16. The University distributed a campus-wide climate survey in 2016 with the aim that all staff could "participate fully and freely" in campus life.

II. Student Policies

A. Non-Discrimination in Admissions

From the University of Chicago Student Manual, <http://studentmanual.uchicago.edu>:

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes as required by law (including Title IX of the Education Amendments of 1972). The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773-702-5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 510, Chicago, IL 60637.

B. Disability Accommodations

The University has implemented an extensive Disability Accommodation Protocol to support students with disabilities. The preamble to the protocol is included below. The complete protocol is published in the University of Chicago Student Manual: studentmanual.uchicago.edu.

To ensure the intellectual richness of research and education, the University of Chicago seeks to provide an environment conducive to learning, teaching, working, and conducting research that values the diversity of its community. The University strives to be supportive of the academic, personal and work related needs of each individual and is committed to facilitating the full participation of students with a disability in the life of the University.

Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) prohibit colleges and universities that receive federal funding from discriminating against qualified students with disabilities in educational programs and activities. A "qualified student with a disability" is a disabled student who, with or without reasonable accommodation (e.g., architectural access, communication aids/services, or modifications to policies and practices) meets the University's academic and technical standards required for admission or participation in the University's educational programs or activities. The University is committed to complying with Section 504, the ADA and amendments.

III. Workplace and Academic Environment

The University of Chicago strives to maintain an environment free from discrimination, harassment, and sexual misconduct. Below is an excerpt from the University of Chicago's *Policy on Harassment, Discrimination and Sexual Misconduct*. In compliance with the Violence Against Women Reauthorization Act of 2013 ("VAWA") and the Clery Act, the University uses the State of Illinois Criminal Code's definitions of sexual assault and sexual abuse. The University incorporates the State's definitions of several other important terms, including domestic violence, dating violence, and stalking and recognizes that sexual assault, domestic violence, dating violence, and stalking are not gender-specific crimes. The complete statement, including definitions, prevention and education programs, and procedures for resolution of complaints, is available on-line at <https://humanresources.uchicago.edu/fpg/policies/600/p609.shtml>.

The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Members of the University community cannot thrive unless each is accepted as an autonomous individual and is treated without regard to characteristics irrelevant to participation in the life of the University. Freedom of expression is vital to our shared goal of the pursuit of knowledge and should not be restricted by a multitude of rules. At the same time, unlawful discrimination, including harassment, compromises the integrity of the University. The University is committed to taking necessary action to prevent, correct, and, where indicated, discipline unlawful discrimination. Sexual misconduct may violate the law, does violate the standards of our community, and is unacceptable at the University of Chicago. Sexual misconduct can be devastating to the person who experiences it directly and can adversely impact family, friends, and the larger community. Regardless of the definitions provided in this policy, people who believe they have experienced any sexual misconduct are encouraged to report the incident and to seek medical care and support as soon as possible.

Policy Basis and Application

This policy expresses the University's commitment to an environment free from discrimination, sexual harassment and other unlawful forms of harassment, sexual misconduct, sexual assault, domestic violence, dating violence, and stalking and conforms to legal requirements. It applies to students and other program participants, staff, postdoctoral researchers, faculty, and other academic appointees, volunteers, as well as to anyone on whom the University has formally conferred a title, regardless of employment status. The University provides education and prevention resources, offers numerous support services and referrals for anyone who has experienced unlawful harassment or one of these crimes, encourages and facilitates reporting,

which can assist prosecution, and is committed to disciplining anyone whom University procedure determines to have violated this policy. This policy applies to misconduct that occurs: (1) on University property; or (2) off University property, if: (a) the conduct occurred in connection with a University or University-sponsored or -recognized program or activity; or (b) the conduct has or reasonably may have the effect of creating a hostile educational or work environment for a member of the University community. For example, this policy applies to misconduct that occurs between students during an off-campus party in a private residence, during a University-sponsored study abroad program, or during research- or conference-based University-supported travel. Also, misconduct that occurs off-campus and involves an alleged student perpetrator and an unaffiliated complainant is subject to investigation and adjudication, although the circumstances may be such that the inquiry is limited to assessing whether the student poses a threat to campus safety.

Unlawful Discrimination and Harassment

This policy is the basis for the University's commitment to conform with the law in regard to nondiscrimination and maintaining a workplace free from sexual harassment and other unlawful forms of harassment. Discrimination based on factors irrelevant to admission, employment, or program participation violates the University's principles. In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information or other protected classes under the law. Such discrimination is unlawful. Harassment based on one of the factors listed above is verbal or physical conduct or conduct using technology that is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance or educational program participation, or that creates an intimidating, hostile, or offensive work or educational environment. A person's subjective belief that behavior is intimidating, hostile, or offensive does not make that behavior harassment. The behavior must be objectively unreasonable. Expression occurring in an academic, educational or research context is considered a special case and is broadly protected by academic freedom. Such expression will not constitute harassment unless (in addition to satisfying the above definition) it is targeted at a specific person or persons, is abusive, and serves no bona fide academic purpose. Harassment includes same-sex harassment and peer harassment among students, staff, other academic appointees, postdoctoral researchers, faculty members, program participants, volunteers, and anyone on whom the University formally confers a title, regardless of employment status. Harassment by a faculty member, instructor, or teaching assistant of a student over whom the individual has authority, or by a supervisor of a subordinate, is particularly serious.

Sexual Misconduct

Sexual misconduct encompasses a range of conduct, from sexual assault (a criminal act that the U.S. Department of Education defines as a form of sexual harassment) to conduct such as unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute unlawful harassment, depending upon the specific circumstances and context in which the conduct occurs. For example, sexual advances, requests for sexual favors, or sexually-directed remarks or behavior constitute sexual harassment when (1) submission to or rejection of such conduct is made, explicitly or implicitly, a basis for an academic or employment decision, or a term or condition of either; or (2) such conduct directed against an individual persists despite its rejection.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The University of Chicago

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Michael Middle Name:
* Last Name: Ludwig Suffix:
* Title: Associate VP for Research Administration

* SIGNATURE: Emily Meyer

* DATE: 06/25/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Prof.	Susan		Burns	Ph.D.

Address:

Street1:	1126 E. 59th Street
Street2:	SSRB 221
City:	Chicago
County:	Cook
State:	IL: Illinois
Zip Code:	60637-5418
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
7737028934	

Email Address:

slburns@uchicago.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:



THE UNIVERSITY OF
CHICAGO

CENTER FOR EAST ASIAN STUDIES

ABSTRACT

The University of Chicago - East Asian NRC/FLAS Application 2018-2022

Since its establishment in 1959, the Center for East Asian Studies (CEAS) has worked to coordinate, promote, and support interdisciplinary research, training, and outreach activities related to China, Japan, and Korea and the transregional and transnational study of East Asia. CEAS's 71 affiliated faculty are based in 21 departments and programs across the Humanities and Social Sciences Divisions and in the professional schools of Business, Divinity, Law, Medicine, Public Policy and Social Service Administration. Working with and through its three Committees—the Committee on Japanese Studies, the Committee on Chinese Studies, and the Committee on Korean Studies—CEAS supports the teaching of Chinese, Japanese, and Korean at all levels, provides funding for undergraduate and graduate research and professional training, and oversees an extensive program of public events that includes workshops, symposia, lectures, and performances designed to enhance the understanding of China, Japan, and Korea and regional and transregional issues. Working with other NRCs on campus and with units such as Chicago Center for Teaching and the Chicago Language Center, CEAS supports the pedagogical training of the next generation of teachers of East Asian languages and area studies and provides outreach to K-16 educators and students, especially those in the Chicago Public School system and the City Colleges of Chicago, both of which engage with under-served populations. The East Asian Collection in the University of Chicago Library, with a combined collection of more than 980,000 volumes (excluding digital resources) is the premier East Asian Library in the Midwest and through Interlibrary Loan, BorrowDirect, UBBorrow, and grants to visitors, supports the research of scholars and students from around the U.S. and the world.

In the 2018-2022 cycle, CEAS aims to meet Title VI and FLAS objectives in the following ways:

- Offer language instruction from beginner to advanced language levels in Chinese, Japanese, and Korean. Work with the Chicago Language Center to support co-curricular activities and investment in pedagogy, oral proficiency testing training, assessment and curriculum design, and professional development for language instructors. Support *the Language Across the Curriculum* Program to integrate advanced East Asian language instruction into disciplinary training in the Humanities and Social Sciences.
- Support interdisciplinary research through conferences, symposia, lectures, and workshops. Such programs will include public lectures by prominent scholars, graduate student-led symposia, and workshops that aim to promote the development of new skills, methods, and forms of knowledge. Planned topics include:
 - ✧ *East Asian Translation Across the Disciplines*: CEAS will support faculty-led workshops and publication projects to train advanced graduate students in translation techniques across disciplines.

- ✧ Digital Humanities Methods for Japanese and Chinese Studies: CEAS will support workshops and symposia that promote proficiency and understanding of digital methods.
 - ✧ Science and Technology Studies and East Asia: CEAS will support a series of workshops that bring together scholars from East Asia, Europe and North America to explore issues such as biotechnology, infrastructure, and the intersection between political economies, life sciences, and information sciences.
 - ✧ East Asia and the Silk Roads: CEAS will support a joint NRC collaboration with the Center for Middle Eastern Studies and the Center for East European and Russian/Eurasian Studies for lectures and workshops on historical and contemporary concepts of “Silk Roads” impacting economic, cultural, religious, political and social interactions across centuries.
- Support the expansion of the world-class University’s East Asian Collection through funding for acquisitions, including new digital resources.
 - Support the acquisition and development of media and digital resources to enhance the study of China, Japan, and Korea. This initiative includes the digitization of archival material, curation of metadata related to this material, and the application and development of tools for computational analysis of digitized texts.
 - Work with the Chicago Teaching Center and the Chicago Language Center to promote the pedagogical training of the next generation of East Asian specialists to enable them to become effective educators of students at every level
 - Enhance professionalization and career programming in diverse areas of national need.
 - Build on CEAS’s successful outreach program to K-16 students and educators through the following programs:
 - ✧ In collaboration with other Title VI centers on campus, CEAS will continue to develop daylong workshops/conferences and two-day *Institutes for Educators* for K-16 teachers to enhance knowledge and understanding of national and international issues involving East Asia.
 - ✧ CEAS will expand upon its successful collaboration with the City Colleges of Chicago (MSI) by continuing to contribute to professional and course development to enhance the internationalization of the curriculum.
 - ✧ CEAS will expand on its commitment to arts, film, and culture programming through new collaborations with on-campus arts institutions including the Smart Museum, Logan Center, *UChicago Presents* new global music series, Doc Films, and Court Theatre. Special workshops and school visits organized in collaboration with these institutions will bring East Asian music, film and art to diverse and under-served audiences in Chicago.

Through the development, organization, and administration of these activities and events, CEAS will meet the absolute priorities and fulfill both competitive preference priorities for the NRC and FLAS programs. CEAS will continue its commitment to upholding the free expression of ideas and opinions and representing diverse perspectives in all of its programming. CEAS remains committed to serving diverse areas of national need by training students for careers in academia, secondary and postsecondary education, the non-profit sector, business, government service, and national security.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

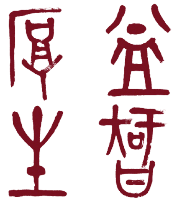
[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

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THE UNIVERSITY OF
CHICAGO

CENTER FOR EAST ASIAN STUDIES

1155 EAST 60TH STREET, ROOM 310, CHICAGO, IL 60637
TEL: 773-702-8647 | [HTTP://CEAS.UCHICAGO.EDU](http://ceas.uchicago.edu) EMAIL:
EASTASIA@UCHICAGO.EDU

**Proposal for Funding for a
Comprehensive National Resource Center**

and

**Foreign Language and Area Studies Fellowships
Under Title VI Higher Education Act of 1965**

FY 2018-2021

*Submitted to the International and Foreign Language Education Office
US Department of Education, Washington, DC*

June 2018

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

☒ **Comprehensive National Resource Center**

☐ Undergraduate National Resource Center

☒ **Foreign Language and Area Studies Fellowships**

Federal Funds Requested

NRC Request

Year 1: **\$279,609** Year 2: **\$297,821** Year 3: **\$272,442** Year 4: **\$290,735**

FLAS Request

Year 1: **\$349,500** Year 2: **\$349,500** Year 3: **\$349,500** Year 4: **\$349,500**

Type of Applicant

☒ **Single institution** **UNIVERSITY OF CHICAGO CENTER FOR EAST ASIAN STUDIES**

☐ Consortium of institutions

☐ Lead _____

☐ Partner 1 _____

☐ Partner 2 _____

☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

☐ AFRICA

☐ CANADA

☒ **EAST ASIA/PAN ASIA**

☐ EUROPE

☐ INTERNATIONAL

☐ LATIN AMERICA and the CARIBBEAN

☐ MIDDLE EAST

☐ PACIFIC ISLANDS

☐ RUSSIA, EASTERN EUROPE, EURASIA

☐ SOUTH ASIA

☐ SOUTHEAST ASIA

☐ WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Chinese (Mandarin), Japanese, Korean

Application Information to Meet HEA Supplemental Statutory Requirements

1. Diverse Perspectives and Wide Range of Views in Funded Activities

CEAS recognizes that rigorous inquiry demands multiple and often competing perspectives. UC is committed to open, rigorous, and intense inquiry with the understanding that this must be the defining feature of the university, ensuring that our scholarly community is composed of a rich mix of individuals who, through their own distinctive viewpoints, contribute to the intellectually challenging culture of the university.

CEAS is a collaborative, cross-campus venture serving students, faculty, and the greater community to develop interdisciplinary knowledge to promote a multifaceted understanding of East Asia. As a complex and sometimes turbulent place, with deep economic, social, and political ties to the U.S., this vibrant region matters to our students and our communities. We strive to produce and disseminate knowledge of the region that reflects a diversity of perspectives and fosters informed and open debate. We are committed to training students and teachers whose expertise in EA languages and area studies prepares them to do the same. We plan all of our programs, including grant activities, with broadly diverse perspectives in mind. Guest speakers hail from a range of national backgrounds across education, government, arts, media, business, and the non-profit sectors, and even those within the academy represent various disciplines and schools of thought. Events that focus on an array of pressing current issues, from public health to trade to foreign policy, feature scholars, scientists, diplomats and politicians, and analysts. Our events are designed to engender lively, engaging, and probing debates on a variety of regional and global topics.

We take no official position on any issue, but rather we strive to provide a forum for the open, responsible, and informed exchange of ideas among our students, faculty, staff, and members of the outside community. We try to ensure that all of our events, including teacher training and activities with partner MSIs, are conducted in the spirit of civility, openness, and freedom of expression. In order to ensure that diverse perspectives are aired and given a fair hearing, all events allow time for question-and-answer exchanges with the speaker(s), insisting only that questions be posed civilly and be based in factual information. In addition, the CEAS governance structure is designed to ensure broad cross-campus representation and participation in center activities. CEAS leadership will review funded activities each quarter to see if there is a detectable imbalance, intentional or unintentional, in the subjects discussed or in the perspectives from which they are discussed. If imbalances are detected, we will seek to remedy the issues in future events.

Our proposal promises the extension of our institution's fundamental commitment to rigorous inquiry and open debate, so as to bolster area studies teaching and training, and to more fully engage students and faculty across our campus and external audiences.

2. Government Service in Areas of National Need and in Other Employment Sectors

CEAS activities, including training teachers and specialists in the languages and societies of EA and public dissemination of information about the region, directly address areas of national need as reported by federal agency heads in response to consultations by the Secretary of Education. We address these areas of need by forming professionals with language skills and contextual knowledge needed to communicate and understand issues affecting the relationship between the U.S. and East Asia.

Robust programs in priority LCTLs produce a growing supply of specialists with knowledge of key languages (CJK). Last grant cycle, FLAS students came from 8 different depts/ professional schools, enabling training of professionals combining area knowledge with other specialized skills relevant to national needs. Our rigorous training directly addresses the Dept. of Defense's stated need for experts "with advanced, professional-level skills in languages and cultures that are critical to our national security." The Dept. of Energy similarly notes that training in CJK is a critical need. The Depts. of State and Transportation and the Peace Corps also note that training in Chinese and in the societies of EA is critical for development of specialists in those fields.

Our non-language curricula provide students with a multifaceted understanding of the EA region informed by a diversity of points of view. Some courses include visits to the region, which helps familiarize future teachers, civic and business leaders, and academics with everyday EA life and the complex social, cultural, economic, and historical issues impacting int'l relations and global development. Our placement record indicates that graduates are well prepared to undertake service that addresses areas of national need at institutions of higher education, non-profits, gov't agencies, and transnational companies.

We encourage service in areas of national need through career advising, sector-specific career panels, internships, career treks (domestic and int'l), and interdisciplinary and interprofessional training programs in our curricula and public events to expose students to a wide range of career paths. We actively support and promote workshops directed at UG and graduate students interested in studying, doing service-learning, and/or working abroad, such as Fulbright, Boren, Peace Corps, Doctors without Borders, Engineers without Borders, etc. We also highlight alumni careers through various communication strategies (website, social media, newsletters) and through engaging alumni speakers on campus, promoting a variety of careers across sectors such as government, communications, think-tanks, NGOs, and private foundations.

CEAS initiatives across language and non-language curricula, as well as alumni networks and UC career advising and advancement services, directly address areas of national need and help shape diverse career paths for current students.

GLOSSARY OF ACRONYMS

Acronym	Entity/Definition
~	Approximate, approximately
ABE	Adult Basic Education
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
ANTH	Anthropology (UC)
ARTH	Art History (UC)
AP	Absolute Priorities
App.	Appendix
AY	Academic Year
BA	Bachelor of Arts
BN	Budget Narrative
BSB	The University of Chicago Booth School of Business (BSB)
CAS	Council on Advanced Studies (UC)
CB	The University of Chicago Center in Beijing
CB-ISCLP	UC Center in Beijing Intensive Summer Chinese Language Program
CCC	City Colleges of Chicago
CCS	Committee on Chinese Studies (CEAS)
CCT	Chicago Center for Teaching (UC)
CEAS	Center for East Asian Studies (UC)
CEERES	Center for Eastern European and Russian/Eurasian Studies (UC)
CHK	The University of Chicago Center in Hong Kong
CIS	Center for International Studies (UC)
CISSR	Center for International Social Sciences Research (UC)
CJS	Committee on Japanese Studies (CEAS)
CJK	Chinese, Japanese and Korean <i>OR</i> China, Japan and Korea
CKS	Committee on Korean Studies (CEAS)
CLAS	Center for Latin American Studies (UC)
CLC	Chicago Language Center (UC)
CMES	Center for Middle Eastern Studies (UC)
CMLT	Comparative Literature (UC)
CMS	Cinema and Media Studies (UC)
COSAS	Committee on Southern Asian Studies (UC)
CP or CPP	Competitive Preference or Competitive Preference Priority
CPS	Chicago Public Schools
CRES	Comparative Race and Ethnic Studies (UC)

*University of Chicago Center for East Asian Studies
NRC and FLAS Proposal, 2018-2022*

DGS	Director of Graduate Studies
EA	East Asia <i>OR</i> East Asian
EAC	University of Chicago Library East Asian Collection
EA Civ	East Asian Civilizations Program (UC)
EALC	Department of East Asian Languages and Civilizations (UC)
EAS	East Asian studies
ENST	Environmental Studies (UC)
EPIC	Energy Policy Institute (UC)
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FLAG	Foreign Language Acquisition Grants (UC)
FLAS	Foreign Language and Area Studies
FTE	Full-Time Expenditure <i>for Staff</i>
FY	Fiscal Year
GAI	Graduate Aid Initiative (UC)
GED	General Educational Development
GEPA	General Education Provision Act (USED)
GLST	Global Studies (UC)
GNSE	Gender and Sexuality Studies (UC)
GPRA	Government Performance and Results Act (USED)
GRADUCon	Annual UC career conference exploring careers in academia, industry, non-profit and government
GRD	Graduate
HD	Humanities Division
HIST	History (UC)
HR	Human Resources
HSPP	Harris School of Public Policy (UC)
IEC	International Education Conference
IFLE	International and Foreign Language Education (USED)
IOP	Institute of Politics (UC)
IRIS	International Resource Information System
ITS	Information Technology Services
IUC	Inter-University Center for Japanese Studies, Yokohama
IUP	Inter-University Program for Chinese Studies, Beijing
KCJS	Kyoto Consortium for Japanese Studies
KNOW	Courses from Stevanovich Institute on the Formation of Knowledge (UC)
LCTL	Less Commonly Taught Languages

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LGBTQ	Lesbian Gay Bisexual Transgender Queer or Questioning
LPII	Language Pedagogy Innovation Initiative
LxC	Language Across the Curriculum Program (UC)
MA	Master of Arts
MAPH	Master of Arts Program in the Humanities (UC)
MAPSS	Master of Arts Program in the Social Sciences (UC)
MOU	Memorandum of Understanding
MSI	Minority Serving Institution
MUSI	Music (UC)
NCCS	Neubauer Collegium for Culture and Society
NEHC	Near Eastern History and Civilizations (UC)
NEIU	Northeastern Illinois University
NRC	National Resource Center
NSF	National Science Foundation
NSP	Neighborhood Schools Program (UC)
OI	Oriental Institute
OPI	Oral Proficiency Interview (ACTFL)
PhD	Doctor of Philosophy
PLSC	Political Science (UC)
PMF	Performance Measure Forms (USED)
SIE	Summer Institute for Educators
SIGN	Signature Courses in College (UC)
SLI	Summer Language Institute (UC)
SOCI	Sociology (UC)
SSD LBC	Social Sciences Division Local Business Center (UC)
SSRC	Social Science Research Council
STS	Science and Technology Studies
TAPS	Theater and Performance Studies (UC)
TECO	Taipei Economic and Cultural Office in Chicago
UC	The University of Chicago
UChicagoGRAD	Graduate Student Affairs (UC)
UG	Undergraduate
UIC	University of Illinois-Chicago
URA	University Research Administration (UC)
USED	United States Department of Education

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PROJECT NARRATIVE

§A. Program Planning and Budget

A.1 Quality and Purpose of Program Activities CEAS requests USED funding to build on the University of Chicago's (UC) strengths in meeting global challenges and to respond to USED priorities and the national need for international experts and foreign language expertise. Our mission directly addresses the activities that define a comprehensive NRC as detailed in Title VI program legislation and are summarized below (additional details in Table A-1, Budget, Budget Narrative [BN] and App. 3). i) **Language Instruction and Pedagogy** NRC funds (~\$86,730 per year or 31% of total budget) will cover partial salaries for 2 Korean language instructors (BN A.2.a-b) and CJK graduate (GRD) instructors (BN A.2.c-d), thereby enriching intensive and advanced language offerings in critical EA languages (Korean, Japanese and Chinese). CEAS continues to address the need to develop Korean studies in the US both in language and interdisciplinary training to be commensurate with Chinese and Japanese studies. Funds will also support new and enhanced courses (BN D.1 & E.1.a) utilizing EA media (e.g., film, TV, popular music, animation) to advance linguistic and cultural proficiencies; *Language Across the Curriculum* (LxC) to further integrate advanced EA language instruction into disciplinary training; workshops for translation-related courses to develop professional skills (BN E.1.a-b); proficiency assessment design and testing to spur innovation in language pedagogy and bolster teaching and testing practices across CJK (BN E.1.c-d); and EALC pedagogy workshops, expanded ACTFL training, and other professional development opportunities for language instructors through the Chicago Language Center (CLC) (BN E.1.e & E.3.d). Curriculum development, content, and best practices will be overseen by EA faculty, EALC Language Program Directors, and CLC. ii) **Interdisciplinary Research** Through a range of lectures,

workshops, conferences, travel support for scholars, and original content creation for digital platforms, NRC funds (~\$23,400 per year or 8% of total budget) will support a variety of CEAS faculty-led initiatives that extend the global reach of UC excellence in EAS. The creation of collaborative working groups will lead to future publications and advancements in diverse fields. These activities include dedicated GRD training workshops to provide professional development in skills that are crucial to careers engaging EA in academia, public service, business, media, and arts and culture. Workshops will focus on topics such as translation of specific texts and genres; utilization of specialized archives; subtitling technologies and techniques; text-mining, coding, and other digital humanities methods; and science and technology studies (STS) methods for ethnographic research and field work. Key themes are as follows: (STS): Japan and East Asia: With its institutional history and intellectual and material resources, UC is in a unique position to guide an emerging transregional and interdisciplinary relationship between scholars in Japan, North America, and Europe currently working on STS-related issues in EA. The proposed international symposia and GRD student methods workshops led by CEAS faculty (Fisch & Chu), in partnership with domestic and foreign institutions (e.g., Osaka and Aarhus Universities), will have an impact not only on current and future academic discourse, but also on society in general, and will result in future publications and collaborations (BN E.2.a). Digital Humanities Methods for Japanese and Chinese Studies: CEAS members (Long & Saussy) have taken a leadership role in promoting integration of digital methods in the study of Japan and China. In 2018-2022, we will create and analyze Japanese and Chinese digital text collections and continue to support workshops and courses that promote proficiency and understanding of digital methods. This includes digitization of archival material, curation of metadata, and application and development of tools for computational analysis of digitized texts (BN E.2.b).

East Asian Translation Across the Disciplines: Translation of EA language materials not only supports teaching and research across disciplines, it also promotes greater public understanding and engagement with EA cultures and societies. CEAS will support faculty-led publication projects (often in collaboration with colleagues from other institutions) that train advanced GRD students in translation techniques across disciplines, thereby building professional skills and publishing profiles in diverse fields of expertise (BN E.2.c). East Asia and the Silk Roads: Study of Central Eurasia, a cultural territory at the interstices of great empires of the premodern world (Roman, Persian, Turkic, Arab, Indic, Chinese) and the main location of the ancient “Silk Roads,” provides vital inter-regional views on contemporary world politics, security, and economic development. While UC does not have a specific department or center focused on the region, scholars cooperate across departments and institutions (Copp, Kagan, Wedemeyer, Woods). CEAS, in collaboration with UC NRCs, will further develop a working group to exchange diverse views through annual lectures and workshops focusing on historical and modern concepts of “Silk Roads,” and networks linking East and West, impacting economic, cultural, religious, political and social interactions across centuries (BN E.2.d). **iii) Library Support** NRC funds (~13% of total budget) will enhance UC Library’s world class EA Collection through support for acquisitions (BN D.2), including important digital resources to enhance research, curricular developments, and professional training (§A.1.ii). Funds will also support CEAS Film Library acquisitions (BN D.3) and web catalog maintenance (BN E.3.i) to ensure that the breadth and depth of titles available meet the growing needs in new research and education. **iv) Teacher Training** All requested USED funds will be used to fulfill the AP of activities that directly promote teacher training. Moreover, ~\$66,200 per year (~22% of total budget) of USED funding will complement institutional support and provide curriculum

development opportunities (e.g., funding for area studies courses, teacher training workshops, and development awards for UC and CCC/MSI faculty); seminars and workshops on the professionalization of current and future educators (including §A.1.ii); workshops on language pedagogy and OPI testing to assess proficiencies; and summer institutes for educators on contemporary topics. CEAS will collaborate with campus units (CLC, CCT, UC Career Advancement, UChicagoGRAD, CAS) to add internationally-focused themes to their robust teacher training and professionalization resources, including career programming for students in diverse areas of national need. **v) Other K-16 and Public Outreach** Working with UC area studies centers, CEAS will use NRC funds to expand a thriving partnership with City Colleges of Chicago (CCC) in fulfillment of CPP 1. These efforts support internationalization of curricular and co-curricular programming on CCC's 7 campuses (§I, §K, App. 4 letter from CCC). CEAS also prioritizes K-12 outreach through curriculum development, teacher training, and co-curricular programming (§A.1.iv, BN E.3.a-d). New outreach programs in arts, culture, film and performance will connect campus audiences with K-12 constituencies and the general public (BN E.3.g.i-iii). Film series and director visits, a new global music series with UChicago Presents, and other performances and participatory workshops, will increase exposure to and understanding of diverse perspectives on both traditional and modern EA cultures and societies. Such activities (\$30,000 per year or 11% of total budget) complement EA course offerings and campus programs and provide important opportunities for outreach to local schools and underserved populations. CEAS will also utilize USED funds (\$5,000 per year or 2% of total budget) to support the maintenance and enhancement of CEAS online resources (websites, YouTube, social media). **vi) Evaluation** We request \$7,000/yr (~2% of total budget) to work with UC Outlier and NRCs on a collaborative evaluation plan (§C.4). Funds will also support evaluation

of UC GRD student language abilities through CLC Practical and Advanced Proficiency tests and make OPI more accessible for GRDs. As noted in §B and App. 1, CEAS faculty, language instructors, and program staff are exceptionally qualified to carry out all aspects of the proposal. In addition, CEAS leverages strategic partnerships with other UC NRCs, outreach partners (e.g., CCC, CPS, and Pulitzer Center on Crisis Reporting), local community organizations, public libraries, campus arts programs, and national scholarly and professional organizations. Overall, these activities impact national need in training in EA language and area studies, as well as outreach to the public and MSIs.

A.2. Timeline and Efficient Use of Resources Table A-1 outlines a timeline for our project initiatives, with most activities planned across the entire 4-yr grant cycle. The intent is to have steady progress each year to build upon strengths, increase impact, and create best practices for sustainability and institutionalization. Our Budget, BN, §C.4 and PMFs give implementation and evaluation plans, and detail program objectives, outcomes, and measures for assessing progress and impact. CEAS's efficient use of resources is reflected in the productivity of our Center, whose 3.75 FTE staff, along with a faculty director, coordinate the administration of over \$2.7 million in funds, implement more than 145 public events, and serve the needs of over 70 core faculty and hundreds of students annually. Much of our success in efficient use of resources and personnel can be attributed to strong partnerships with other entities on campus, in the region, and around the globe (see §B, §D & §I for more details).

A.3 Reasonable Costs Title VI funds are strategically applied to get the greatest impact. Our annual NRC request represents less than 10% of the CEAS budget, but it is a critical amount that we use to leverage other funds from UC and other partners. The Budget and BN demonstrate: 1) costs of CEAS's proposed activities are reasonable in relation to our objectives and 2) all project

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Table A-1: CEAS Timetable for Major Project Initiatives					
Activities	Year 1	Year 2	Year 3	Year 4	Outcomes
Language Instruction and Pedagogy	Enable intensive, advanced Korean, advanced EALC Media Course in Chinese, Japanese or Korean, LxC, and workshops for translation courses; Meet language course demand from undergraduate and graduate students; FLAS fellows eligible to apply for advanced study in all EA languages through all 4 years of grant				At least 48 language courses taught by funded instructors;
	2 full-time language lecturers and graduate instructors with partial salary support from NRC funds, along with course and research assistants for LxC and translation workshop development				Professional and academic skills strengthened in critical languages & translation;
	(Re-)Design of CJK language assessment and curricula for competency, practical and advanced proficiencies; certificate testing				Deeper alignment of language curricula with ACTFL standards
	EALC pedagogy workshops, ACTFL training and professional development programs with Chicago Language Center (CLC)				
	CEAS Associate Director works in collaboration with East Asian Languages and Civilizations, CLC staff, and language instructors				
Interdisciplinary Research		Science and Technology Studies: Japan and EA		Science and Technology Studies: Japan and EA	Domestic and international cooperation across diverse EA fields; Training of next generation of EA scholars and leaders; Over 100 academic presentations, many of which will be published in scholarly journals, academic presses, and through shared innovative digital formats
	Digital Humanities Methods for Japanese and Chinese Studies				
	Workshop & Training	Workshop & Training	Coding & Text Preparation	Coding & Text Preparation	
	East Asian Translation Across Disciplines				
	East Asia and the Silk Roads				
	Planned by faculty coordinators and CEAS Associate Director, funded cooperatively through various campus units and external sponsors				
Library Support	East Asian Collection acquisitions (print and digital) and travel grants				Enhancement to UC Library’s world class East Asian Collection;
	EA Curator and CJK Librarians, with input from CEAS faculty and students, coordinate these activities				
	CEAS Film Library acquisitions and catalog maintenance				Increased access to EA materials
	CEAS Outreach Coordinator works in coordination with CEAS Associate Director and CEAS faculty and students				
Teacher Training	Curriculum development funds for UC and CCC/MSI faculty				EA curriculum and educator professional development to impact broad constituencies; Enhanced campus programming to EAS students with career interests in diverse areas of national need
	Seminars & workshops for professionalization of current and future educators, including CAS, PATHS lectureship, and career programming				
	Annual International Education Conference (IEC) and Summer Institute for Educators (SIE)				
	Planned by CEAS Associate Director & Outreach Coordinator in collaboration with UC area studies centers, CAS, CLC, CCT, UChicago Career Advancement, and UChicagoGRAD				
Other K-16 and Public Outreach	Ongoing curricular and co-curricular development activities with City Colleges of Chicago (CCC)				Ongoing internationalization of City Colleges of Chicago (MSI) curricula
	Collaborative outreach events between UC area studies centers, CCC administration and faculty, and Pulitzer Center on Crisis Reporting				
	Interdisciplinary EA Media, Arts, Culture, and Performance Outreach Events (Film, Global Music Series, Performances and Workshops)				Enhanced public understanding of EA traditional and modern cultures and societies; dedicated outreach to MSIs
	CEAS Associate Director, Assistant Director & Outreach Coordinator work in collaboration with UC, community, and international arts organizations on campus and beyond				

costs directly address AP and/or CP priorities. Projects will involve significant UC contributions, often with multiple supporting units, and are designed to provide benefits on multiple levels (Table C-3). CEAS stretches USED funds by cooperating on programs and evaluation with UC NRCs. The significant number of events (Tables C-2, I-2), outreach activities (Tables I-1&2), degrees conferred on EA concentrators and their career placements (Tables C-5-7) demonstrate that our resources are effectively spent to prepare the next generation of EA scholars and professionals, advance innovative research and teaching on EA, and provide outreach to enhance understanding of EA across diverse communities and professional sectors.

A.4 Long-Term Impact The proposal allows CEAS to seed new activities and enhance existing ones, which will have local, national, and international impact on EAS research and training with positive outcomes for UC's UG, GRD, and professional training programs (Tables C-3&6). Use of NRC funds to support new courses, LCTL proficiency assessment and pedagogy training, EA library collections, interdisciplinary research, and effective partnerships with MSIs, community colleges, and other under-resourced institutions, will have a significant impact on language and area studies training. CEAS' proposed activities represent a cost-effective, high-quality program that will continue to build institutional capacity at UC and beyond.

§B. Quality of Staff Resources

B.1.a Qualifications of Faculty and Professional Staff CEAS faculty leadership and professional staff develop EA-related academic and outreach programming and demonstrate our ability to undertake the activities proposed in §A. CEAS faculty are renowned leaders in their fields, have EA language fluencies and overseas experience and residencies, and maintain strong ties with EA universities and research centers. CEAS has 5 Guggenheim fellows (Cheung, Harper, Saussy, Yamaguchi, Zeitlin), 6 American Academy of Arts and Sciences fellows

(Cumings, Ginsburg, Kapstein, Pomeranz, Saussy, Wu), and numerous recipients of book awards and major research grants (e.g., ACLS, Ford, Fulbright, Fulbright-Hays, Luce, Mellon, NEH, NSF, SSRC, and the Japan Foundation) (See additional details in App. 1). Of core teaching faculty (tenure-line professors and lecturers), 50 dedicate 100% effort to EAS. Proposed NRC activities and training programs focus on EA digital humanities, translation, media studies, STS, and Silk Roads (§A.1, BN E.2.a-d), and the cluster of involved faculty is sizable across disciplines and departments (e.g., Bourdaghs, Burns, Chan, Choi, Chu, Eyferth, Farquhar, Fisch, Foxwell, Iovene, Ketelaar, Long, Pomeranz, Ransmeier, Saussy, Wu, Xu, and Zeitlin). The contributions of EALC Language Program Directors (Yang, Lory, Kim) and language lecturers to all activities and training is vital. The resulting strengths from integration of non-language and language faculty is detailed in §G. It is also notable that CEAS administrative staff hold degrees with specializations in EA and international studies; have lived, studied, and/or worked in EA; possess fluencies in EA languages; and collectively have worked on Title VI and/or international education program administration for over 35 years (CEAS staff, App. 1).

B.1.b Development Opportunities UC provides regular professional development opportunities for faculty, including funds for participation in conferences, research and course development, and release time to develop curricula, study abroad programs, and new expertise outside their primary discipline. Faculty are encouraged to undertake such projects by a generous sabbatical policy. CEAS Committees (CCS, CJS, CKS) provide more than \$250,000 in annual faculty research funds to support travel for domestic and international collaborations, along with annual funds to EALC language lecturers and library staff for pedagogical and professional development. Additional support is available from the Provost's Office, divisions, departments, Chicago Course Studies Connections, CTC, CLC, Women's Board, Franke Institute, CISSR and

NCCS. UC actively supports research projects by providing dedicated divisional and URA staff to assist with identifying funding sources and preparing applications. HR and ITS provide training sessions and individual consultation on diversity, technology, and workplace skills. CEAS also dedicates annual funding for training, professional development, and continuing education courses, so staff can regularly participate in professional networks, conferences, and on-campus skills training.

B.1.c Student Instruction and Advising UC strives to facilitate intensive interaction among faculty, staff, and all students. Faculty are required to divide their time between teaching, research, and service. The majority of UC faculty are appointed to the UG College as well as to a department in one of the Graduate Divisions, and they offer courses annually to UG and GRD students. UC classes are small (20 students or less for EA courses is typical) allowing teachers to provide intensive training in critical thinking and writing skills to promote diverse perspectives. Many faculty also conduct multiple, directed readings/research courses each quarter for advanced UG and GRD students and sponsor student-led programming. Faculty actively supervise student theses and projects at all levels, serve on departmental and curricular committees, and have been recognized for innovative teaching and mentoring (App. 1). Formal and informal provisions for student supervision and advising are detailed in §H.2. CEAS staff also provide info sessions and counseling on resources available for students interested in and studying about EA.

B.2.a CEAS Oversight CEAS is administratively situated between the HD and SSD. Professional HR and accounting staff oversee center appointments, budgeting, and expenditures. A dedicated business manager in the SSD LBC works with URA and CEAS staff to ensure compliance with all federal regulations and UC fiscal policies. CEAS administration is

composed of a faculty Director (Susan Burns), an Associate Director (Abbey Newman), an Assistant Director for Programming (Connie Yip), a Center Coordinator responsible for office administration (Walter Bourdaghs), and a 3/4-time Outreach Coordinator, (Myra Su). CEAS staff meet regularly with the Director and as a team to coordinate and evaluate all programming initiatives. There is also close coordination with departments with which we co-sponsor events and frequent communication and consultation amongst area studies centers' staff. Structurally, CEAS consists of 3 Committees (CCS, CJS, CKS) each with a faculty Chair. Committee membership includes faculty from across divisions and schools, language lecturers, and EA library staff. The CEAS Executive Committee is composed of the Director, Associate Director, Committee Chairs, EALC Chair, and Head of the UC Library EAC. The Director oversees general CEAS operations with the assistance of the Associate Director. (Yip, Bourdaghs, and Su directly report to Newman, who reports to Burns.) Decisions regarding allocation of funds for activities and student support, as well as major policy and program developments, are made by vote by the Committees which all meet at least twice during the AY. The CEAS Executive Committee meets at least once a year to discuss general matters including CEAS oversight, staff structure, and future initiatives. The Director also calls upon the Executive Committee as the representative body at UC for EA-related affairs, such as the annual review of applications for FLAS, Fulbright, and Luce Asian Scholars Program.

B.2.b CEAS Administration and Outreach App. 1 provides CEAS administrative staff profiles and §I discusses outreach. We request NRC funding for a portion of the Assistant Director and Outreach Coordinator's salaries to address key areas of CEAS operations related to public events and outreach (BN A.1&3).

B.3 Nondiscriminatory Employment Practices As Chicago's 2nd-largest private employer,

UC draws from and contributes to the diverse strengths of its surrounding community and metropolis. It has long-standing traditions and policies of affirmative action and equal opportunity for employment, prohibiting discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments in 1972). UC's nondiscriminatory employment policies provide equal opportunity for all qualified persons on the basis of individual merit. The Office of Vice Provost for Academic Leadership Advancement and Diversity works across the institution, along with the Diversity Advisory Council, to examine issues of diversity, accessibility, and inclusion as they relate to UC staff, faculty, alumni, and surrounding communities. Initiatives such as targeted hiring of minority faculty members and the Office of Multicultural Student Affairs operate to recruit and retain a diverse body of faculty, staff, and students. Campus conversations about diversity and inclusion supplement a wide range of resources on nondiscrimination available to the campus community. §C.3 and GEPA Section 427 Statement detail UC initiatives to support equal access for students, staff and faculty from traditionally underrepresented groups. CEAS staff and affiliated faculty reflect these diversity goals and we actively recruit applicants from underrepresented groups to campus employment activities. Currently 69% of total CEAS affiliated faculty and staff are persons of color and 51% are female.

§C. Impact and Evaluation

C.1-2 Impact on University, Community, Region and Nation & Areas of National Need Our indices for enrollment, graduate placement, event participation, and usage of resources demonstrate that CEAS has had a significant impact on UC, extending to the community, Midwest region, and nation. We have demonstrated: our impact on the steady expansion of EA

content in courses and curricula, with total enrollments of 5,933 for UG and 3,736 for GRD/ professional students; our impact on priority LCTL training, fostering a breadth of coverage with 3,037 CJK enrollments with increasing capacity to train speakers at advanced

Table C-1: EA Enrollment Aggregates, 2014-2017					
	<i>Language</i>		<i>Area Studies</i>		
Year	UG	GRD / Professional	UG	GRD / Professional	Total
2014-2015	805	198	1,898	1,216	4,117
2015-2016	816	201	1,948	1,251	4,216
2016-2017	808	209	2,087	1,269	4,373
Total	2,429	608	5,933	3,736	12,706
<i>Lang. enrollments are representative of the total number of quarters taken by students. (e.g., 1 student taking 3-quarter sequence Elementary Modern Japanese = 3 enrollments.)</i>					

proficiency (Table C-1, §G); and exemplary participation rates in CEAS events and outreach impact, with 23,466 attendees at 587 events from 2014-2017 (Table C-2). Our graduates have national and international impact and §C.5-7 show the strengths of our training programs through

placement of alumni in key sectors, with notable contributions to higher education and other areas of national need. UC prides itself on preparing students to matriculate into advanced languages, international studies programs, and professional training programs, with 38% of UGs pursuing further study in business, education, law, medicine, or public service, and a majority of

Table C-2: CEAS Event Participation, 2014-2017			
Event Type	# of Events	Avg. Attendance	Est. Total Attendance
Conferences	24	85	2,040
Discussions	84	11	924
Forums	8	39	312
K-16 & Community Outreach	44	110	4,840
Lectures	56	38	2,128
Performances	16	83	1,328
Readings	32	37	1,184
Screenings	108	40	4,320
Social Gatherings	123	34	4,182
Workshops	92	24	2,208
Total	587	-	23,466

PhDs pursuing careers in higher education. The activities of CEAS directly nurture the next generation of leaders who will play an active role in engaging with EA, advancing cutting-edge research and scholarship, working to enhance public understanding of EA, and facilitating growth in broad sectors of business, community service, and government. Table C-3 provides additional details regarding impact, usage of resources, and areas of national need.

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Table C-3: University, Community, Region and National Impact			
CEAS Activities	Indices	University/Community Impact	Regional/ National Impact
<p>FLAS Fellowships for advanced CJK study</p> <p>Non-FLAS fellowship and grant programs</p> <p>Increase and support demand for EA curriculum</p> <p>Increase and train specialists in EA language and area studies through funding and programs</p>	<p>Awarded 46 FLAS (2015-2017)</p> <p>\$1,327,628 awarded (2014-2017); 324 students went overseas</p> <p>4,373 enrollments in 329 EA language and area studies courses (2016-2017), including UG Core EA Civ courses in Humanities and Soc Sci</p> <p>135 BA, 328 MA, 152 Doctorates; 615 graduate placements (2014-2017)</p>	<p>Students become language and area experts in critical region, gain overseas experience, and use knowledge in professional careers</p> <p>Increase EA functional literacy among non-specialists by exposing UG to EAS early in careers</p> <p>Students graduate and place into relevant career fields; use language and area studies skills in professional work and global communication</p> <p>GRD students become successful EA academics</p>	<p>Increase national competitiveness through training of scholars, teachers, civic and business leaders, lawyers, and other industry experts managing US relations with EA</p> <p>Strengthen US ties to EA and global institutions</p>
<p>K-16 teacher training for CJK language and area studies</p> <p>Partnerships with MSIs and CCs (curriculum development, co-curricular activities, and professional development)</p>	<p>Conducted 25 teacher training activities; 1,594 participants; impacting over 150,000 students via multiplier effect (2014-2017)</p> <p>Content created for UChicago Educator Outreach website</p>	<p>Increase EA competency by training teachers who then use resources in classrooms to produce overall increase in EA language and area content</p> <p>Increase access to EA and int'l resources by MSIs and CCs to increase global competencies</p>	<p>Infuse EA content throughout education system; create network of educators in region and nation to synergize resources and create efficiency in teaching and training informed global citizens</p>
<p>Public Outreach Events and Programming (K-16, higher ed, media, government, business, general public)</p> <p>Develop and maintain pool of highly qualified instructors and researchers</p> <p>Dissemination of information on EA with diverse perspectives</p>	<p>See Table C-2</p> <p>Affiliated faculty members in 2017: 71; Language: 14; Non-Language: 57; Faculty media appearances and citations 2016-2017: 273</p> <p>1,610 subscribers to weekly e-newsletter; 1,537 social media followers; 17,400 annual website visitors</p>	<p>Create expanded forums for interdisciplinary collaboration and exchange of diverse views among scholars, professional communities, and the general public</p> <p>Academic and general public communities learn about EA topics; stay informed about EA affairs and cultures; incorporate knowledge into work and daily experiences</p>	<p>Increase cultural and global competencies, public understanding of the histories, societies, cultures and economies of EA</p> <p>Increase national knowledge through advising and consulting gov and private orgs; and provision of expertise for national and int'l media</p>
<p>Library acquisitions and travel grants</p> <p>CEAS Film Library</p>	<p>Acquired 76,877 new materials (2014-2017); 32 library travel grants</p> <p>Over 7,000 films and ~1,000 registered users</p>	<p>Increased access to EA resources for scholars, educators, students, and general public</p>	<p>Advance research, training and education in CJK languages and EAS</p>

C.3 Equal Access and Treatment CEAS and UC make every effort to ensure equal access and participation in our programs and to integrate underrepresented groups including those of gender, ethnicity, race, age, and disabilities, in accordance with provisions described in §B.3. These policies are widely distributed, and internal compliance is monitored by an affirmative action officer. UC promotes and supports diverse representation among its students, faculty, staff, and business relationships through the offices of Academic Leadership, Advancement, and Diversity; Business Diversity; Civic Engagement; Multicultural Student Affairs; LGBTQ Student Life; Disability Services; and Women's Leadership Council. UC is among the top private institutions to recruit and fully fund students from underrepresented groups. For UGs, Chicago Academic Achievement Program assists first-generation college students, as well as those who receive need-based aid. UChicago Promise, an annual \$3 million program, increases access for students from CPS by ensuring that they graduate from UC debt-free. Odyssey Scholarship Program has enabled more than 3,500 students with financial need to attend UC without assuming loans: of these, 33% are first-generation college students and over 50% are students of color. At the GRD level, students from underrepresented populations qualify for aid earmarked for diversity initiatives. UC EAS students come from a variety of backgrounds, and CEAS cultivates an open environment welcoming to all students regardless of gender, ethnicity, national origin, religion, or age. African-American, Latinx, Asian-American and female students have all successfully competed for FLAS and CEAS fellowships among a large pool of applicants, a testimony to CEAS' commitment to equitable and transparent award processes (§J). CEAS also works actively with MSIs and local cultural organizations to provide outreach to communities, public schools, charter schools, and community colleges in the Chicago area, many of which have large African-American and Hispanic populations (§I & §K). All CEAS activities are accessible and

open to the public. We advertise our activities using listservs, websites, posters, mailings, social media, and local press to ensure widespread access to information, and provide specific information to ensure access for persons with disabilities.

C.4.a Comprehensive Plan with Quantifiable Data CEAS has developed a comprehensive evaluation plan that will demonstrate impact with objective, measurable, and outcome-oriented data. At UC, the area studies centers have long collaborated on joint project evaluation, using common data gathering procedures and instruments to enhance the quality and cost-efficiency of evaluation. Since 2014, UC NRCs have collaborated with Outlier Research & Evaluation, a UC organization that is part of UChicago STEM Education, which conducts wide-ranging research and evaluation projects, including pre-K through GRD-level learners, in formal school and out-of-school time contexts, and focus on topics such as STEM, health and nutrition, computer science, higher education, and fidelity of implementation. Outlier's expertise in evaluation across diverse educational contexts is ideally suited to Title VI program needs for comprehensive, objective, quantifiable, and outcomes-oriented assessment across areas as diverse as FLAS-scholarship administration, K-12 outreach, and community college curriculum development. Over the past 3 years, Outlier's programmatic evaluation has assessed the degree to which UC NRCs have achieved project goals related to two primary foci: (1) the effectiveness of UC NRCs' FLAS administration on fellows' academic and professional development, and (2) developmental evaluation of our growing partnership with the City Colleges of Chicago (CCC). The primary purpose of the evaluation was to inform program improvement in both areas (§C.4.b). In 2018–2022, UC NRCs' partnership with Outlier will broaden the scope of evaluation and demonstrate our contributions to the overarching goals of the NRC program. Our work during the 2010-2014 grant cycle laid the groundwork for a longitudinal study of our programs

and demonstrated our joint ability to develop well-rounded metrics. As detailed in Table C-4, we will conduct a mixed-methods evaluation, building on existing protocols, to assess a wide range of constructs addressing impact: 1) across the University, community, region, and nation; and 2) reaching a diverse range of outreach constituents (i.e., K-16 educators, business, media and general public). The overarching questions, data sources, and indicators defined in Table C-4 were developed in consultation with Outlier to align with NRC priorities, GRPA indicators, and CEAS objectives. Evaluation will involve CEAS-affiliated faculty, staff, students, and alumni. Responsibility for different components of the evaluation will be shared by Outlier and CEAS: CEAS staff will provide administrative support for evaluation activities; Outlier will design and implement evaluation instruments; and the CEAS Executive Committee will provide general oversight and recommendations for program improvement based on reports. Our mixed-methods evaluation plan includes use of quantitative measures (e.g., enrollments, attendance numbers, language assessments, placement data) as well as qualitative tools (e.g., open-ended survey questions, focus groups, interviews) to assess achievement of program goals. In Yr 1, Outlier will assist in the design of metrics and instruments to further assess effectiveness of CEAS resources, academic training, and outreach activities, including a continuation of the evaluation of our CCC partnership. Each year, Outlier will provide formative reports. CEAS staff and Outlier will work to review and adjust metrics/instruments based on new interests that arise as programs develop, and to address any gaps in information presented in previous reports. At the end of Yr 4, Outlier will produce a comprehensive summative evaluation report on the 4-year NRC projects that will inform future program planning (BN E.4.a). Beyond our formal evaluation plan for grant activities, CEAS aims to enhance language assessment practices within campus programs for all priority EA languages. Evaluation will also include instructor-

Table C-4: Evaluation Plan: Questions and Indicators		
Program Goal 1: CEAS activities and training programs (both area studies and language) significantly impact the university, community, region, and nation.		
Evaluation Questions	Data Sources	Sample Indicators
Are center resources (e.g., courses, research/language grants, study abroad opportunities, internships, EAS advising) effectively serving current students' short- and long-term goals?	Enrollment data; study abroad & research travel application data; formal language assessments (e.g., OPI); academic event data; career placement data	<ul style="list-style-type: none"> • Student participation in center activities (e.g., courses, research/language grants, study abroad, internships, EAS advising) • Strong scores on language assessments
	Student surveys	<ul style="list-style-type: none"> • Student self-efficacy in area studies expertise and language proficiency • Case studies of impact
To what extent do CEAS activities support faculty teaching and research?	Scholarly event data	<ul style="list-style-type: none"> • Number of faculty-driven scholarly events and attendance
	Faculty focus groups	<ul style="list-style-type: none"> • Extent to which center serves as a resource • Case studies of impact
<p>To what extent do alumni use their area studies and language training in their current jobs?</p> <p>To what extent are alumni serving areas of national need?</p>	Alumni surveys	<ul style="list-style-type: none"> • Placement of graduates across areas of professional sectors and national need • Percentage of alumni who are in jobs that use their area studies and/or language training • Percentage of alumni who feel center resources benefited their career
	Alumni interviews	<ul style="list-style-type: none"> • Extent to which center benefited individual alumni careers • Case studies of impact
Program Goal 2: CEAS shows significant measurable regional and national impact on: (1) K–12 teachers; (2) post-secondary instructors; (3) business, media, and the general public.		
Evaluation Questions	Data Sources	Sample Indicators
<p>To what extent do K–12 teachers use center resources for their professional development and teaching?</p> <p>To what extent do center resources contribute to EAS research and teaching in post-secondary institutions?</p>	Workshop attendance data; attendee evaluations; website traffic	<ul style="list-style-type: none"> • Strong teacher training attendance from a variety of institutions • Attendees' level of satisfaction with teacher training activities
	Follow-up K–12 and post-secondary surveys	<ul style="list-style-type: none"> • Number of courses in which workshop content was integrated, number of students in courses • Educator self-efficacy in topics covered in educator workshops
	K–12 and post-secondary faculty and administrator interviews	<ul style="list-style-type: none"> • Descriptions of program outcomes • Case studies of impact
To what degree does the center engage a variety of audiences in its programming?	Event attendance data	<ul style="list-style-type: none"> • Number of attendees from outside the university • Number of partnerships with other units/organizations
	Interviews with external partners (e.g., consulates, museums, schools)	<ul style="list-style-type: none"> • Number of outreach partnerships • Extent to which partners are satisfied with joint activities

administered proficiency assessment for FLAS fellows and assessment of students in UC SLI.

All LCTL language assessment, training, and evaluation components are coordinated with CLC and EALC in order to complement broader departmental and university evaluation initiatives.

C.4.b Use of Recent Evaluations Our Outlier evaluation efforts (2014-2017) led to improved UC FLAS administration (including lobbying UC Divisions to provide future summer awards to qualified students through early matriculation) and enhanced programs with CCC to better meet the interests and needs of faculty and students. This led to the development of an UC-CCC Advisory Committee and the planning of future co-curricular activities and professional development opportunities to support CCC human diversity and accreditation needs demonstrating impact through cultural and global competencies (§K). Evaluations solicited from attendees at CEAS public programs (e.g., teacher training workshops, academic and cultural events) are consistently reviewed, leading to changes in how activities are planned, advertised, and implemented. Ongoing surveys of current EA studies students and alumni, while demonstrating strong placement, have also noted the need for enhanced career advising for non-

academic careers while

students are in-residence. In

response, CEAS has and will

continue to support additional

EA-focused career and

publishing panels, networking

opportunities, as well as

professional development

Table C-5: EA Student Placements 2014-2017	BA	MA	Doctorates	Total
Elementary or Secondary Education	9	1	0	10
Federal Government	6	8	2	16
Foreign Government	0	0	0	0
Graduate Study	19	90	0	109
Higher Education	10	6	45	61
Int'l Organization (in US)	5	1	0	6
Int'l Organization (outside US)	0	1	4	5
Private Sector (For Profit)	54	141	72	267
Private Sector (Non-Profit)	17	74	28	119
State or Local Government	4	0	0	4
Unemployed or Out of Job Market	3	0	0	3
Unknown	8	6	1	15
US Military	0	0	0	0
TOTAL	135	328	152	615
<i>Totals include Title VI NRC figures reported to IFLE through IRIS and additional enhanced placement information recently provided by UC professional schools and MAPH and MAPSS.</i>				

through student participation in outreach activities and by supporting student-organized academic conferences (e.g., UC Career Advancement, UChicagoGRAD, and GRADUCon).

C.5 Placement Record and Areas of National Need Across all academic disciplines at UC, more than 90% of students either secure full-time employment or continuing education at the time of degree conferral. For UGs, 14% go into education and an additional 20% go into jobs in government and public service, including Peace Corps and Teach For America. UC's EAS alumni are highly employed in post-secondary education, focusing on area studies and priority LCTLs. The majority of PhDs go directly on to tenure-track or non-tenure track faculty positions. Tables C-5 and C-6 provide details on 2014-2017 placements for EAS students in

Table C-6: Sample of Recent EA Graduate Placements, 2014-2017	
Higher Education (Teaching & Research)	
Domestic: American Univ., Bard College, Binghamton, College William and Mary, CUNY Queens College, Dartmouth, DePaul, Harvard, Kenyon College, Naval Postgraduate School, NYU, Northern Arizona, Saint Xavier, Southern Methodist, Stanford, UC-Berkeley, UCLA, UC, UColorado-Bolder, UHawaii-Manoa, UIowa, UMichigan-Ann Arbor, UMississippi, Vassar College, Wesleyan International: Chinese Univ. of Hong Kong, Hirosaki Univ. (Japan), Nanyang Technical Univ. (Singapore), Peking Univ. (China), Tsinghua Univ. (China), Univ. of London (UK), Yonsei Univ. (South Korea)	
Non-Profit Sectors	
Data Analyst, Bill & Melinda Gates Foundation	Advisory Services, Nonprofit Finance Fund
Prog. Assoc., China-US Exchange Foundation (HK)	Prog. Mngr., Peace Centers at Rotary International
Business Dev Mngr., Michigan-China Innovation Center	Education Prog. Mngr., Sasaka Peace Foundation US
Business Sectors	
Global Strategist, Amazon	Research Associate, IMF
Sr Analyst, Digital Conversion Optimization, AMEX	Investment Banker, JP Morgan
PR and Marketing Manager, The Asian Magazine	Senior Consultant, Oliver Wyman
Sr Qualitative Mngr., Beall Research	Financial Services Mngr., Mizuho Americas
Data Scientist, Facebook	Global Strategist Exports, Suntory Holdings
Software Engineer, Google	Financial Analyst, Uber
Editorial Associate, GTG Consultants	International Project Associate, United Airlines
Government Service	
David Benson (PhD Political Science, 2015) - Professor of Strategy and Security Studies, School of Advanced Air and Space Studies, Air Univ., US Air Force specializing in statistical interference, network analysis, and cyber-politics; pro-bono consulting; received <i>High Honors</i> in Mandarin from Defense Language Institute	
Dagny Dukach (BA Modern Chinese History, 2015) - Sino-Russian Foreign Policy Intern, US Embassy Moscow, US Department of State; International Operations Mngr. (China) for Terrafugia and Marketing Mngr. at Tive Inc.	
Covell Meyskens (PhD History, 2015) - Assistant Professor, China, EA, Modern World History, Department of National Security Affairs, Naval Postgraduate School at Monterey, US Navy, Department of Defense	
Marcus Petersen (MBA, 2015) - Markets Group, Federal Reserve Bank of New York	
Alexandre Hoare (BA History and EALC, 2014) - Diplomatic Assistant, Political Section: Non-Proliferation, Middle East, and EU-American Affairs, Embassy of Japan (DC)	
Jonathan, Katz (BA History and Geographical Studies, 2014) - Content and Operations Mngr., NYC Department of Small Business Services	

areas of national need. CEAS will continue to enhance professionalization, training, and career advising programs for students considering careers both within and outside of academia. This involves partnering with UC NRCs and CCT to develop area studies pedagogical training, career panels, and engagement with alumni networks to showcase government, business, and non-profit sectors (§C.4.b & §H.2).

Table C-7: EA Graduates, 2014-2017 <i>(* denotes minor as 6 or more EA language and area studies courses)</i>					
Department/Program/ Professional School	BA	Minor	MA	PhD	Total
Anthropology	5	0	6	6	17
Art History	1	2	16	5	24
Business Administration (MBA and PhD)	0	0	45	1	46
Cinema & Media Studies	3	1	0	3	7
Computer Science *	0	4	2	0	6
Divinity School	0	0	4	2	6
East Asian Languages & Civilizations	44	18	7	15	84
Ecology/Natural Resources *	0	1	0	0	1
Economics *	5	9	0	0	14
English	0	1	2	1	4
History	2	4	19	12	37
Int'l Relations/Int'l Studies/Global Studies	0	5	12	0	17
Law (JD and PhD)	0	0	0	51	51
Linguistics	1	4	0	0	5
Literature	1	1	3	2	7
MA Program in Humanities (MAPH)	0	0	27	0	27
MA Program in Soc Sciences (MAPSS)	0	0	57	0	57
Mathematics *	1	3	0	0	4
Medicine - Global Health (MD)	0	0	0	45	45
Philosophy	0	4	0	0	4
Political Science	10	0	2	4	16
Psychology *	0	1	0	0	1
Public Policy	0	0	68	0	68
Social Service Administration	0	0	48	0	48
Sociology	4	0	9	5	18
Statistics *	0	0	1	0	1
TOTAL	77	58	328	152	615

C.6 Improved Supply of Specialists CEAS-supported training programs, including FLAS, directly contribute to an improved supply of EA specialists as demonstrated by UG and GRD course enrollments (§C.1-2) and by placement data (§C.5). Table C-7 provides information regarding the diverse disciplines of 2014-2017 graduates and highlights focus in EALC, History, Business, Law, Economics, IR, Medicine, Public Policy, Social Services, MAPH and MAPSS. Long-term impact is seen with UC EA graduates in government service positions: e.g., Japanese Reference Librarian (Library of Congress); Foreign Affairs Officer (Science and Technology

Cooperation, State Department); and Chief Spokesperson and Assistant to the Secretary of Defense for Public Affairs, Department of Defense). These are strong indicators of our students' success and the extent to which CEAS's resources are leveraged for deep regional expertise.

C.7 FLAS Awards Based on Areas of National Need FLAS fellowships are awarded at UC to address national needs in critical area studies and priority languages. CEAS only awards FLAS fellowships in Chinese, Japanese and Korean, all priority LCTLs (§J & §K). CEAS awarded 46 grants to students from 8 departments and professional schools (2015-2017). The majority of EA FLAS awardees go into careers in education and public service. FLAS alumni surveys consistently reflect that UC language and area studies training were crucial in shaping the trajectory and success in academic and professional careers.

§D. Commitment to Subject Area

D.1.a Operation and Financial Commitment

UC supports CEAS through direct operational funding and a growing array of pedagogical initiatives and academic support staff (Table D-

Table D-1: University Institutional Commitment to East Asia Studies, 2016-2017	
Salaries	
<i>Instructional East Asia Faculty</i>	\$7,909,992
<i>East Asia Library Staff</i>	\$836,232
<i>Other East Asia Support Staff</i>	\$784,841
Beijing and HK Center Operations	\$2,503,744
East Asia Library Acquisitions	\$530,719
East Asia Student Support and Aid	\$5,568,000
UC Support of CEAS	\$1,639,351
Total	\$ 19,772,879

1). UC's opening of two centers in EA (CB, 2010 and CHK, 2015) also demonstrates its increased commitment to active support and expansion of EAS, and CB and CHK activities are of immediate value to EA faculty and students served by CEAS. UC continues to provide CEAS optimal office space, including a media-equipped seminar room and CEAS Film Library.

D.1.b Teaching Staff FY17 EA-related instructional staff support (Table D-1) includes proportional sums calculated for those devoting less than 100% time to EA. From 2014-2018, UC made 10 new tenure-track and 5 new lecturer appointments of EA specialists (Table D-2). In addition, 6 faculty were promoted to named professorships (Bourdagh, Hopkins, Hsieh, Tsay,

Yang, Zhao), 2 to full Professor (A. Yu, Burns [as of 7/1/18]), 5 from Assistant to Associate Professor (J. Chu, Foxwell, Long, Ransmeier [as of 7/1/18], Yao), 1 from Lecturer to Assistant Professor (Solovieva), and 1 from Lecturer to Senior Lecturer (Lory). In 2016-2018, a tenure-line search in Japanese literature was approved in EALC, and tenure-line searches in Japanese and Chinese media studies were approved in CMS. Appointments, promotions, and searches across

Table D-2: New East Asian Appointments, 2014-2018

Nadine Chan	Global Asia, Film & Media, College	Asst. Prof.
William Lin Cong	Booth School, Chinese Econ. and Financial Systems	Asst. Prof.
Johan Chu	Booth School, East Asian Organizations and Strategy	Asst. Prof.
Rachel DeWoskin	Creative Writing, College	Lecturer
Ariel Fox	Chinese Literature	Asst. Prof.
Angie Heo	Divinity School	Asst. Prof.
Yi-lu Kuo	Chinese Language	Lecturer
Wei-Cheng Lin	Chinese Art History	Assoc. Prof.
Jonathan Lio	Medicine	Asst. Prof.
Won Kyung Na	Korean Language	Lecturer
Xi Song	Chinese Sociology	Asst. Prof.
Xiaorong Wang	Chinese Language	Lecturer
Jake Werner	Chinese History, College	Asst. Prof.
Shan Xiang	Chinese Language	Lecturer
Lynn Xu	Creative Writing, College	Asst. Prof.

Divisions and Schools demonstrate UC's interdisciplinary commitment and the enhanced community of scholars engaged at CEAS. D.1.c Library Resources UC strength and institutional commitment to EA library resources is demonstrated in Table D-1 and detailed in §E. D.1.d Linkages with Institutions Abroad UC's expanding global initiatives are detailed in Table D-3. UChicagoGlobal oversees additional linkages that facilitate faculty and student engagement with EA institutions supported by CB and CHK. Opportunities for study abroad, in-country language training, and internships are a particular focus (§H.4). UC, through CEAS, is a founding member of the consortia that support IUP, IUC and KCJS; and UGs and GRDs are encouraged to attend these AY and summer language programs in Beijing, Yokohama, and Kyoto. UC EA faculty regularly facilitate mentorships between UC students and faculty from institutions across the globe.

D.1.e Outreach Activities In FY17, CEAS allocated over \$270,000 to outreach programming

Table D-3: University Linkages with EA Institutions Abroad	
<i>Formal UC Agreements with Provisions for Exchange of Faculty and Students</i>	
CHINA	Fudan, Peking, Renmin & Tsinghua Universities, HK University of Science & Technology, Ministry of Education of China Education Exchanges, UC Harris School of Public Policy (HSPP) <i>Dual Degree Program</i> with Renmin University, and UC School of Social Service Administration <i>Certificate in Global Social Development Practice</i> with Peking University and HK Polytechnic University
JAPAN	Rikkyo & Waseda Universities
KOREA	Institute of Foreign Affairs and National Security of Korea & Yonsei University, including HSPP <i>Dual Degree Program</i> with Yonsei University
<i>UC Divisional/School Agreements for Collaboration</i>	
CHINA	Chinese Academy of Social Sciences, Chinese Univ of HK, Institute of Archaeology, Peking Univ Medical School, Wuhan Univ Medical School, Wuhan Univ Paleography Center, and University of Hong Kong
JAPAN	Doshisha University and Keio University
KOREA	Univ of Ulsan College of Medicine, HSPP <i>Dual Degree</i> with Yonsei Univ
TAIWAN	Academia Sinica, Ministry of Education Exchanges
<i>Booth International Business Exchange Programs in China, Japan, Korea and Singapore</i>	

(~145 free, public events) with additional UC in-kind support including facilities, venues, publicity, and technology services. Please see further details in §I.

D.1.f *EAS Students* UC is committed to ensuring that students from every background, regardless of financial need, can succeed (§C.3). More than \$100 million in financial assistance and scholarships are awarded annually for need- and merit-based aid. For UGs, the *No Barriers Policy* allows UC students to graduate debt-free, no matter their chosen major or background prior to enrolling in college. As part of UC’s continued commitment as a global institution, support for EAS students has increased since opening the CB and CHK in the following areas: recruitment for BA, MA, PhD and professional programs in the US; recruitment of qualified citizens of CJK for UG and GRD programs; creation of opportunities for EA study, research, career treks, and internships; career placement in related professions; and financial aid for students to facilitate their program of study. The financial commitment to EA students is detailed in Table D-1 and includes 2016-2017 Graduate Aid Initiative (GAI) fellowships (5-year tuition/stipend package and summer research funds) to 232 EA-related GRD students (Table H-2). The Divisions supplement tuition and stipends for all students awarded AY FLAS. In addition, CEAS supports GRD student conference travel, pre-doctoral research in EA, advanced

language training, and dissertation research (FY2017, \$334,430). FY17 student financial aid included Foreign Language Acquisition Grants (FLAG) to 18 UGs for summer language study in CJK (20% of all grants) (§H.4). Because not enough FLAG grants are available to satisfy student demand for summer language study in EA, CEAS provides support for additional UGs to attend summer programs (e.g., \$30,000 in FY17). UC students also successfully compete for internal and external funding for study abroad, teaching and research (e.g., ACLS, Fulbright, Japan Foundation, Korea Foundation, Luce, Mellon, SSRC, and Wenner-Gren).

§E. Strength of the Library

E.1.a *Strength of Library Holdings* UC has the 10th largest research library in North America, with 11.6 million volumes in print and electronic form housed in 6 campus library facilities serving faculty, staff, UG, GRD, and professional school student populations. The

Table E-1: East Asian Collection Holdings	
Chinese	567,219
Japanese	264,077
Korean	92,679
Western Languages	63,065
Total	987,040
<i>As of June 2017, excludes electronic resources</i>	

Library holds 63,800 linear feet of archives and manuscripts and 178 terabytes of born-digital archives, digitized collections, and research data. In FY17, the Library circulated 208,941 volumes to 12,516 unique individuals, and also delivered 7 million electronic articles and facilitated 1.4 million uses of electronic books. UC spends nearly \$30 million per year on library materials (~\$17.6 million) and staff salaries (~\$12.3 million). Ongoing expenditures for electronic resources total ~\$11 million/yr. UC Library East Asian Collection (EAC) houses close to 1 million cataloged volumes of print and other traditional formats in CJK languages, as well as Western language titles (Table E-1). It also holds and provides access to many databases and other electronic resources for EAS. EAC has made sustained and targeted efforts in collecting primary resources to support research and curricular developments. These include a pre-1949 Chinese newspaper collection of more than 200 titles, the most comprehensive collection of this

kind in North America. These newspapers have been cataloged, are in microfilm format, searchable online, and available for on-site use as well as for Interlibrary Loan. EAC also holds about 1,000 titles of Chinese rare books and manuscripts that were produced between AD 800 and AD 1795. Since 2014, the Library has collaborated with the National Library of China (NLC) to 1) create discovery tools to make these 1,000 titles better known and accessible to the scholarly world; and 2) compile a bibliographic catalog of more than 4,000 pre-1912 Chinese titles held in EAC. UC's Japanese print collection has considerable strengths in literature, intellectual history, religion, art history, education, Japanese Sinology, as well as significant holdings of academic journals and reproduced newspapers. The Korean collection, though relatively young, is growing quickly and covers a wide range of subjects in the social sciences and humanities, with strengths in history, literature, international relations, education, Korean industry, and environmental studies. Both the Japanese and Korean collections have also invested heavily in electronic resources. These developments enhance pre-modern and modern research, as well as transregional studies about EA at UC and beyond. In FY17, UC Library spent \$836,232 on EAC staff, while it provided \$530,719 for EAC material acquisitions. EAC also receives funds from CEAS and grants from outside agencies (e.g., Korea Foundation), that totaled \$195,981 (FY17). Library acquisitions support from NRC Title VI grants also form an important part of the EAC budget. In FY17, EAC had a total acquisitions budget of \$726,700 from all sources and purchased and accessioned a total of 10,832 CJK print volumes. Titles acquired through exchanges and donations totaled 2,848 volumes. New FY17 CJK acquisitions totaled 13,680 volumes. In addition to print publications, EAC continues to acquire new, important CJK databases and electronic resources. These resources provide access to many rare, out-of-print materials in electronic format with powerful search tools. UC collaborates closely

with other EA libraries on the terms and conditions for licensing agreements for these resources.

E.1.b *Cooperative Arrangements* UC Library users enjoy extensive access to collections of research materials at other libraries through cooperative arrangements (Table E-2). In addition to traditional Interlibrary Loan services, the Library has been a member of UBorrow since 2012. In 2013, the Library joined BorrowDirect, a service that offers access to collections of 13 Ivy Plus university libraries. Through these consortia agreements, the UC Library significantly enhances its support to faculty and students at all levels. UC also has reciprocal library privileges with Northwestern University. The Library has made great efforts to fulfill its commitment to resource sharing: in FY17, it filled 11,610 UBorrow requests from Big Ten Academic Alliance; 16,821 BorrowDirect requests from Ivy Plus universities; and 17,275 Interlibrary Loan. Lending statistics indicate that requests came from every US state. *Library Access* In FY17, UC's main library that houses EAC, had 1.2 million entries and served 48,222 visiting researchers unaffiliated with UC. There were 1.7 million visits to the Library website and nearly 800,000 visits to the Library Catalog. In addition, the Library fulfilled 17,880 Scan & Deliver requests from its faculty, students and staff, answered 15,546 reference questions, and provided 32,378 items on course reserve for 1,440 classes. The Library also offered various training sessions to a total of 9,316 attendees,

including a workshop on academic librarianship for 21 librarians from South Korea organized with the National Library of Korea. In FY17, 6,738 books in CJK language

Table E-2: Library Access and Borrowing			
	BorrowDirect	UBorrow	Interlibrary Loan
Delivery Time	~ 4 Business Days	~ 4 Business Days	~ 8 Business Days
Loan / Renewal Period	12 Weeks / None	12 Weeks / 4 Weeks	Varies
Which Media?	Books & Musical Scores	Books, DVDs, Microforms, & Musical Scores	All Formats
Number of Books	83 million	90 million	300 million
Number of Libraries	13	15	72,000

were checked out by UC's faculty, staff and students from EAC (4,650 titles in Chinese, 1,551 Japanese, and 537 Korean). EAC also lent 1,719 CJK language titles to requesters from around the world. The majority came from academic institutions, but loans also came from public libraries, associations, community colleges, and government agencies. As part of its outreach commitment to enhance access to EAS materials, CEAS, together with the Library, provides library privileges to CEAS Associates (§I.b). CEAS also offers annual Library travel grants to scholars and GRD students to support their use of EAC for research related to CJK. Priority consideration is given to those at institutions where there are no or limited library resources in EA languages, and no major EAS collections are available nearby (BN E.3.b.).

§F. Quality of the Non-Language Instructional Program

F.1.a. Quality and Extent of Course Offerings 71 core tenure-line faculty and lecturers provide EA- related non-language courses in 21 divisional departments and professional school programs. A total of 329 EA courses were offered in 2016-2017, of which 215 were part of the non-language program. With the exception of GRD seminars, UGs and GRDs enroll in the same EA courses, with course requirements appropriate to each. Beyond the core of EA literature, history, art, and politics courses, the array of disciplines represented in EA non-language courses is characteristic of the interdisciplinary approach of UC faculty (§F.2&4, App. 2). The selected courses in Table F-1 give a sense of the range of topics covered.

F.1.b Course Offerings in Professional Schools and Programs Table F-2 lists a sampling of courses with EA content taught in UC professional schools and programs. In 2016-2017, ~50 internationally-focused courses were offered. In Divinity, Ziporyn and Kapstein provide EA religion courses, complemented by offerings from Copp (EALC), Harper (EALC), Ketelaar (HIST, EALC), Shaughnessy (EALC) and Wu (ARTH, EALC). In BSB, Cong, Hsee, Hsieh,

and Tsay cover EA case studies; and Yang (PLSC) complements them with courses on economics, public policy, and the environment. Specific EA-related courses in the Law School are offered by Ginsburg and Manning, with many other courses providing EA-related case studies.

F.2. *Interdisciplinary Courses* The

Table F-1: Sampling of Recent Non-Language Course Offerings, 2014-2018		
Faculty	Department(s)	Course Title(s)
Chu	ANTH	Regulating Illicit Flows: State, Territoriality, Law in EA
Fisch	ANTH/EALC/ENST	Science, Technology and Media via Japan
Foxwell	ARTH	Modern Japanese Art and Architecture
Lin	ARTH	Structuring China's Built Environment
Wu	ARTH/EALC/KNOW	Feminine Space in Chinese Art
Saussy	CMLT/SCTH/CRWR	Literary Theory: Pre-Modern, Non-Western, Not Exclusively Literary <i>AND</i> Exploratory Translation
Tsunoda	CMST	Nonfiction Cinema in Japan and EA
Park	CMST/EALC	Three Film Masters of South Korea
Gunning	CMST/ARTH/MAPH	History of International Cinema
Long	EALC	Media, History, EA
Bourdagh	EALC	EA Popular Music
Harper	EALC	EA Popular Culture, Past & Present
Eyferth	EALC/ARTH/HIST	Everyday Maoism: Work, Daily Life and Material Culture in Socialist China
Choi	EALC/CRES	Censorship in East Asia: Colonial Korea
Various	EALC/CRES/HIST	Intro to East Asian Civilizations
Burns	EALC/GNSE	Gender and Sexuality in World Civ: EA
Ketelaar	EALC/HIST/SIGN	Japanese History thru Film/Texts <i>AND</i> History of Japanese Visual Culture
Zeitlin	EALC/TAPS	Palace of Lasting Life: History, Drama, Fantasy <i>AND</i> Actors and Playwrights in Chinese Theater
Hevia	GLST	Global Studies <i>AND</i> Cultures and Politics of Water
Ransmeier	HIST	20 th Century China through Great Trials
Cumings	HIST/EALC/CRES	Asian Wars of the 20 th Century
Burns	HIST/EALC/CRES	Society and the City in Japan
Kagan	MUSI/ANTH/NEHC	Intro to Musical Folklore of Central Asia
Yang	PLSC	Politics and Public Policy in China – LxC
Yamaguchi	SOCI	Japanese Society: Functional/Cultural Explanations

conditions that foster interdisciplinary EA courses for both UG and GRD students are: clusters of UC faculty across departments whose academic work is interdisciplinary; flexibility in introducing new courses into the curriculum; and faculty-sponsored workshops to cultivate interdisciplinary approaches by students. Table F-1 provides recent examples and App. 2 contains detailed cross-listings for courses. The joint EALC/CMS and EALC/TAPS PhDs and the MAPSS and MAPH programs are evidence of UC's commitment to EAS interdisciplinary training (§H.3.a-b). New innovations include the introduction of the MAPH Two-Year Language

Option (MAPH-TYLO, §H.3.a)

and long-term plans to develop further EA-related academic modules in TAPS, and translation studies in CMLT.

F.3.a Non-Language Faculty

The current number of 55 core tenure-line EA faculty and lecturers teaching non-language courses is robust. For recent growth in appointments see Table D-2. For faculty strength measured by academic service, research endeavors, and recent publishing quality and quantity, please see the biographical information in App. 1.

Table F-2: Sampling of Recent Professional School and Program Course Offerings, 2014-2018	
Booth School of Business	
The Wealth of Nations	
Chinese Economy and Financial Markets	
International Commercial Policy	
International Financial Policy	
Chicago Center for Teaching	
Language Pedagogy for the Contemporary Classroom	
Divinity School	
Christianity and Korea	
Readings in Tibetan Buddhist Texts – LxC	
Buddhist Sutras Reading in Traditional Tiantai – LxC	
Graham School - Continuing Liberal & Professional Studies	
China and the Silk Road	
Harris School of Public Policy	
Public Policy and Int'l Economics Workshop	
US Foreign Policy	
International Policy Practicum	
International Organizations in Theory and Practice	
Law School	
Private Equity in Asia	
The US-China Treaty Project	
Cross-Border Transactions with Asia	
Public International Law: Human Rights	
Legal Issues in International Finance	
Chinese Law and Economic Growth	
Advanced Readings in Japanese Law - LxC	
Chinese Offshore Bonds and Restructuring Opportunities	
School of Medicine	
Case Studies in Global Health	
School of Social Services Administration	
Program Evaluation in International Settings	
Culturally Responsive Intervention, Assessment and Treatment	
International Perspectives on Social Policy and Practice	
Urban Teacher Education Program	
Cross-Cultural Teaching: Linguistically & Culturally Diverse Students	

F.3.b Teaching Assistants and Pedagogy Training for Non-Language Courses The basic UC policy is that courses are taught by tenure-track faculty and benefits-eligible senior lecturers and lecturers. Since teaching experience is both an important part of professionalization and often a prerequisite for employment in today's job market, teaching is a required component of UC GRD programs. Students receive faculty mentoring and gain teaching experience in both their home departments and the College's Core curriculum through teaching internships, teaching

assistantships, lectureships, and preceptorships. To take the example of EALC, a student must first work directly with faculty in a series of teaching assistantships. The student then applies to teach a stand-alone course. Faculty review the detailed syllabus to ensure quality and consistency of content and pedagogy, and if approved, a faculty advisor continues to monitor the course when taught, which includes ongoing meetings for feedback and classroom teaching observation. The UC Writing Program and CCT also provide rigorous training to GRD students (§K.1.b).

F.4 *Depth of Course Coverage* The number of tenure-line faculty teaching non-language EA courses in the following programs ensures depth of coverage within the indicated disciplines (dual appointments are counted once in the primary department): EALC (12), HIST (7), ARTH (3), ANTH (4), SOCI (3), PLSC (4), Divinity (3), Law (2), and Booth School (4) (Appendices 1 & 2). EA faculty form clusters of specialists in disciplines for which UC is well-known, e.g., EA media studies, anthropology, history, and early China cultural studies. As faculty develop relevant pedagogy for their academic work, each cluster produces courses that ensure depth of coverage. See Tables D-3 and F-2 for information on UC professional schools.

§G. Quality of the Language Instructional Program

G.1.a *Extent of Language Instruction* Teaching and scholarship in EA languages are central to the activities of CEAS and EALC, and UC has focused on proficiency-based instruction in its decades of training US scholars in CJK. All UGs must pass a foreign language competency exam and GRD students focusing on EAS must achieve advanced competencies as part of their study. EALC currently offers 5 levels of modern Chinese (Mandarin) and 4 levels of modern Japanese and Korean. Chinese offers tracks for bilingual learners through Level 3, as well as business Chinese in Level 3. EALC administers CB Intensive Summer Chinese Language Program (CB-ISCLP), which offers Level 2 to 5 in Chinese; and UGs in the East Asian Civilizations Program

(EA Civ) also take Chinese language courses at CB and CHK. UC annually offers Level 2 Chinese free to CPS students as part of the College Bridge Program. Coursework in CJK targets the “Four Skills” (listening comprehension, speaking, reading, and writing), is performance- and proficiency-oriented, calibrated according to ACTFL national standards, and supplemented by multi-media resources and computer-based learning activities. Elementary levels of literary Chinese and Japanese are also offered annually. Advanced levels of literary/scholarly Chinese and Japanese are offered on a regular schedule and taught by tenure-line, non-language faculty.

G.1.2 Student Enrollments Aggregate student enrollments for CJK language courses and enrollments by language level (2014-2017) are provided in Table G-1. The drop between Level 1 and 2 in successive years is in part due to the UC general BA requirement of 1 year of foreign language, which an increasing number of students now satisfy with 1 year of CJK. In terms of growth, Japanese had an overall 8% increase in aggregate student enrollment from 2014-2017, and Korean also had a substantial increase (a 71% increase in Levels 1-3) with Levels 1 and 2 doubling in size. While student enrollments in advanced levels CJK remain steady, Level 5 Chinese has seen a 50% increase in aggregate student enrollment since the last Title VI grant cycle (38 to 57 students). In addition, since 2014, UC summer language courses (i.e., on-campus, Level 1 CJK) have been managed by the CLC’s Summer Language Institute (SLI) with EALC instructors. Of the total SLI aggregate student enrollments (22 Chinese, 37 Japanese, and 7 Korean), 86% of students were GRD students. Decline in UG SLI participation is likely due to an increasing imperative for UGs to secure internships and other professional opportunities during the summer which are typically incompatible with intensive language study. AY and summer FLAS awards also support UC GRD students fulfilling language fluency requirements, as many are learning their 2nd or 3rd EA language for transregional specializations.

G.2 Area-Based Courses Most courses taught in CJK are GRD courses in EALC. Scholars from East Asian countries in disciplines other than language and literature regularly hold visiting professor positions in EALC and GRD students are expected to be capable of using their EA language(s) in courses and lectures. CAS Workshop presentations are often conducted in the appropriate EA language depending on the presenter. CEAS faculty also

Table G-1: East Asian Language Program Student Enrollments by Level and Aggregate, 2014-2017						
	Level 1	Level 2	Level 3	Level 4	Level 5	Literary/Scholarly
2014-2015						
Chinese	106*	63*	25*	25	21	8
Japanese	49	37	11	7		7
Korean	16	6	5	4		
2015-2016						
Chinese	95*	55*	21*	14	14	16
Japanese	58	31	10	5		11
Korean	25	12	6	5		
2016-2017						
Chinese	85*	63*	23*	14	20	5
Japanese	57	34	12	9		8
Korean	30	12	6	5		
Center in Beijing – Intensive Summer Chinese (CB-ISCLP)						
2014-2015		9	8	2		
2015-2016		16	10	2	2	
2016-2017		12	4	4		
Aggregate Student Enrollments						
Chinese	286	218	91	61	57	29
Japanese	164	102	33	21		26
Korean	71	30	17	14		
TOTAL	521	350	141	96	57	55
* includes fall and spring quarter enrollments in Chinese at UChicago Center in HK and UChicago Center in Beijing (2014-2017); Level 2 Chinese also includes summer CPS student program (2015-2017).						

offer law, religious studies, sociology, public policy, social thought, and political science courses in Chinese and Japanese in the form of specialized readings and discussions (App. 2). EALC also plans to offer a new category of advanced UG courses offered in EA languages that can be taken for content or language credit. CEAS will continue to support an enhanced LxC program that offers students the opportunity to use foreign languages in disciplinary courses, allowing them to develop skills related to specific fields and topics. Teaching in the program takes the form of GRD student-led reading and translation supplemental sections offered in conjunction with faculty-taught content courses. GRD students offering LxC sections receive prior training by

CCT and CLC staff and EALC Language Program Directors.

G.3.a *EA Language Staff* There are 14 full-time language lecturers in EALC (Chinese: 8, Japanese: 5, Korean: 2), most with post-graduate degrees and long professional experience in EA language instruction. UC is committed to excellence in language pedagogy including standards for class size. EA language course sections are 12 students or less and enrollment is capped at 15. In recent years, EALC has anticipated enrollment increases and employed professional lecturers as needed to maintain the mandated class size.

G.3.b *EA Language Pedagogy Training* EALC Language Program Directors are senior lecturers with full pedagogical training. Dr. Jun Yang (Chinese), Harumi Lory (Japanese) and Dr. Jieun Kim (Korean) have ACTFL and OPI training and ensure that all EA language lecturers stay abreast of current EA language pedagogy standards. CEAS and CLC support CJK pedagogy training through professional development funds and dedicated workshops, including proficiency assessment and curriculum design. To be appointed lecturer, applicants must demonstrate pedagogical training by providing original classroom materials, a teaching demonstration, and an explanation of their teaching methods. Performance evaluations for all lecturers take place every 3 years by an EALC faculty committee that includes tenure-line faculty to ensure that language instruction meets EALC expectations. Visiting language lecturers and GRD student instructors are rigorously mentored by CJK Program Directors. In Chinese, they only teach levels with multiple sections and follow the course plan established by the lead lecturer for that language level; in Japanese and Korean, they may teach advanced levels but must have necessary instructional training as determined by the Program Directors. We request NRC funds to enhance pedagogy initiatives (§A.1.i and BN. E.1.a-e) and will continue to partner with CCT and CLC, whose director, Catherine Baumann, is a national leader in ACTFL & OPI training (see

Baumann's letter of support in App. 4).

G.4.a Language Instruction Quality All UC EA language instruction employs standards that are performance-based to enable students to engage actively in real-world application of language training. All 4 major communicative skills are stressed in culturally authentic context, as students are introduced to EA culture and history through readings, videos, role-playing, and class discussions. At Level 1, the ability to write CJK scripts is given equal weight with speaking, listening, and reading skills. Weekly one-on-one tutorials with TAs are required. From Level 1, students engage with authentic materials that include sociolinguistic components, especially electronic and media-based communication, e.g., Level 1 students learn to type in EA languages and create skits and videos; Level 2 Japanese offers a two-quarter "Japanimation" track; and Level 3 Korean uses films and TV programming to integrate language acquisition with study of modern Korea. Use of multimedia materials increases aural comprehension and cultural proficiency is an integral instructional component. UC language pedagogy is designed to produce fluency in real-world situations while employing the most up-to-date techniques of language teaching (e.g., communicative, task-based learning, and learning based on students' native language skills), as well as multileveled target-language exposure. EALC language lecturers also develop materials that are widely used beyond UC (§I.b, *Kanji Alive*).

G.4.b Resources CEAS and EALC support language instructors with funding for weekly language tables; textbooks; classroom materials; extracurricular cultural fieldtrips; special projects; and equipment (laptops, tablets, video cameras) for language lecturers to develop teaching resources, such as web-based repositories for audio-visual materials for classroom instruction and student assessment. Faculty, lecturers, and GRD student instructors collaborate to apply the CEAS Film Library to classroom instruction. CLC also serves as a language hub where

instructors receive training and create and enhance course materials through access to state-of-the-art technology aids. CEAS will use NRC funds to continue to expand the scope of such support, including enhancement of EA media content for courses (e.g., subtitling and integration of CJK materials for both language acquisition and non-language area studies), and CEAS Film Library acquisitions to include resources identified by our faculty as most relevant to ongoing developments in EAS (§A.1, BN D.3 & E.1.a).

G.4.c Proficiency UC language programs are both outcome and proficiency-oriented and standards-based, referring to the National Standards on Foreign Language Learning. This attends not only to linguistic competence but also to the link between language, culture and content. Table G-2 indicates entrance and exits goals for each of the core language levels based on ACTFL Proficiency Guidelines, with adjustments according to textbooks for each level. EALC Language Program Directors coordinate closely with CLC regarding proficiency assessment and CLC administers competency and proficiency exams for UC students. Students who pass the advanced proficiency exam are certified as having achieved a minimum of Intermediate High/Advanced Low, while many test at higher levels. UC has a solid foundation of pedagogical expertise through ACTFL's OPI training; and the College's LPII, spearheaded by CLC, engages in redesign of curricula and elementary competency and advanced proficiency assessments, and has developed a practical proficiency certificate.

All curricular revisions follow a reverse design model. CEAS will continue to partner with CLC to ensure proficiency standards and curricula design will lead to new courses aligned with ACTFL proficiency guidelines; and there is

Table G-2: Entrance and Exit Proficiency Goals		
Level	Entrance	Target Exit
1	Zero	Novice High/Intermediate Low
2	Novice High	Intermediate Mid/Intermediate High
3	Intermediate Mid	Intermediate High/Advanced Low
4	Intermediate High	Advanced Mid
5 (Chinese)	Advanced Mid	Advanced High/Superior

continued review of articulation across CJK levels to meet the needs of all students and enhance acquisition of advanced proficiencies (§A.1.i, BN E.1.a-e).

§H Quality of Curriculum Design

H.1.a *Undergraduate Degree Programs* In 2016-2017, 6,064 UGs enrolled at UC in 65 departments and interdisciplinary programs offering 62 major and 35 minor BA degrees. BA requirements recognize the value of core curriculum requirements completed during the first 2 years of training, which instills principles of critical inquiry, including exceptional writing skills, and is the foundation for specialized training in the 3rd and 4th years of the BA program. This intensive training includes core requirements in humanities, civilization studies, arts, and social sciences, as well as a foreign language competency, in order to prepare UC students for active careers in education, government service, and other professions. For many UG students, the EA Civ sequence (up to 3 courses over 1 yr) is the portal for extensive training in EA-related courses across departments and programs. In 2016-2017, EA Civ had total enrollment of 411 (App. 2). The course has also been offered at CB since 2010 and has included CEAS faculty-led seminar trips to Japan. In addition to the faculty instructor, GRD assistants provide separate training in writing and critical thinking skills throughout EA Civ. Students who major or minor in EALC follow the most defined track in EA-specific training: BA requirements are presented in Table H-1. Of the 13 graduating EALC BA majors (2016-2017), all completed 3 or more yrs of CJK study. Of the 59 declared EALC majors (2016-2017), 34 were double majors, with the highest numbers in ECON, GLST, HIST, PLSC and Public Policy. Strong EA faculty numbers in other departments and programs (App. 1) make it possible for UGs to major with an EA track in departments other than EALC. EA faculty supervise BA theses annually and CEAS awards the annual Asada Eiji Prize to the best BA thesis on an EA topic in humanities and social sciences.

Table H-1: Degree Requirements					
		BA	BA Minor	MA	PhD
EALC	Course Requirements	13 Courses, of which 3 are in a 2 nd -yr EA lang. and 3 are in “Topics in EALC” sequence	7 Courses Total	18 Courses Total	Same as MA
	<i>Primary Lang. Requirements</i>	At Least 2 Years	≤ 3 Courses May Count to Course Total	≥ 3 yrs, Unless Native Speaker/ Placement Exam	All Lang. Courses for Primary Lang. to Achieve Fluency
	<i>Secondary Lang. Requirements</i>	No	No	No	≥ 2 yrs of a 2 nd Modern EA Lang. or 1 yr of a Literary/Scholarly Lang.
	<i>Translation Requirements</i>	No	No	1 course	same as MA
	Qualifying Exam	No	No	No	Yes
	Thesis/Dissertation	Yes, If Graduating with Honors	No	Yes	Yes, Plus Defense
EALC/ CMS - EALC/ TAPS - Joint PhD Degrees	Course Requirements	18 Courses Total			
	<i>CMS or TAPS Courses</i>	2 Courses			
	<i>EALC Courses</i>	2 Courses			
	<i>Primary Lang. Requirements</i>	At Least 4th Year Proficiency in Main Research Lang.			
	<i>Secondary Lang. Requirements</i>	At Least 2nd Year Proficiency (TAPS – German or French)			
	Qualifying Exam	2 Sets of Exams - 1 in Each Department			
	<i>CMS or TAPS Exam</i>	Yes, 1 Set (3 written + 1 oral)			
	<i>EALC Exam</i>	Yes, 1 Set (3 written + 1 oral)			
	Thesis/Dissertation	Yes			

H.1.b Undergraduate Degree Requirements and Quality To fulfill EALC BA major requirements (Table H-1), students need to take 13 courses. These include 3 courses in a 2nd-year EA language (students who declare a major will already have completed 1 year of an EA language in fulfillment of the College language requirement); 3 courses in the series 10500, 10600, 10700, “Topics in EALC;” and 7 courses related to EA (3 of which may be a further year of same EA language or a year of a 2nd EA language), which may be taken from EA faculty in any department or program whose courses are cross-listed with EALC (App. 2). Credit for 2nd-year language may be granted by examination; credit for more advanced language training or for a 2nd EA language may not be granted by examination. The requirements facilitate broad, interdisciplinary training with an EA focus. Other departments and programs offer EA tracks that specify which courses satisfy their requirements.

H.2 Academic and Career Advising UC's GRD and UG students are supported by multiple levels of academic and career advising. Every relevant department has a faculty member or a committee responsible for mentoring UGs and a DGS who advises GRD students until they select a faculty member to guide them through the completion of their dissertation. The College also provides comprehensive advising to UGs through the Center for Scholarly Advancement; the Deans of Students of the UC Divisions do the same for GRD students along with UChicagoGRAD. All students are served by UC Career Advancement, which advises students on all opportunities for domestic and international study programs, fellowships, and internships; organizes annual career treks to EA (Hong Kong, Beijing, Shanghai, and Seoul); provides specialist career counselors to guide students interested in consulting and careers abroad; employs specialists on developing careers in business, media, law, health, STEM, education, arts, government, and the non-profit sectors; and conducts seminars on all aspects of job placement (including networking, resume building, and interview skills). CEAS and EALC staff also compile current EA-related study, fellowship, and career opportunity postings, which are distributed weekly by email to students and faculty across campus. See §K.1.b for details on CCT complete for support teaching pedagogy, including interview and job talk preparation.

H.3.a Graduate Student Training In 2016-2017, there were 9,290 GRD students enrolled at UC in PhD and MA programs, and among them, 232 were pursuing intensive training in EA-related fields (Table H-2). The largest numbers were EALC (includes joint EALC/CMS), HIST, ANTH, SOCI, PLSC and ARTH. Note also the number of EA MA students in MAPH and MAPSS. MAPH-TYLO was designed for students who need advanced proficiency for admission to a PhD program or want to pursue language study to enhance their academic and career prospects. Starting in 2018, students take 9 language courses, in addition to the regular MAPH

curriculum of 9 courses. Students also have the opportunity to use the three summers of the program for language study on campus or abroad. MAPH-TYLO will increase demand for intermediate and advanced EA language courses. In addition, UC and University of Tokyo have signed a 2017 MOU to develop a double-degree program for MAPSS. 93 professional school graduates in AY17 with EA specializations included: Business (18), Law (20), Medicine (15), Social Service

Table H-2: East Asian Studies Graduate Students, 2016-2017 PhD and MA	
Department	Students
Anthropology	25
Art History	14
Cinema and Media Studies	1
Committee on Social Thought	4
Comparative Literature	3
Divinity/Religious Studies	7
East Asian Languages and Civilizations	29
EALC/CMS Joint Degree Program	4
Economics	10
History	33
Linguistics	3
MAPH	18
MAPSS	39
Music	7
Political Science	16
Sociology	23
Total	232

Administration (17), and Public Policy (23) (*not included in Table H-2 PhD/MAs*). The MA/MBA degree offers cooperation between the divisions and BSB. The number of degree and certificate granting programs is also increasing in UC professional schools. While some have established centers in the region (e.g., BSB in HK, Executive MBA), others have partnered with institutions to create joint degree programs (e.g. HSPP, Table D-3).

H.3.b Graduate Student Training Quality Refer to Table H-1 for an overview of EALC MA and PhD requirements, as well as requirements for the joint EALC/CMS and EALC/TAPS PhD. EA-specific coursework in other departments and programs is determined by the relevant faculty overseeing the student's program. In most fields, fluency in a primary EA language is necessary for PhD training in order to conduct fieldwork or engage with scholars from those countries. To ensure intellectual exchange and training across disciplines and departments, the UC Council on Advanced Studies (CAS) and CEAS fund faculty-sponsored GRD workshops which create

opportunities for students,
faculty, and visiting
practitioners and scholars to
share and debate cutting-edge
research across disciplines and

Table H-3: Dedicated EA CAS Workshops, 2016-2017		
Workshop Title	Faculty Sponsors	Funding Source
Art & Politics of East Asia	Iovene, Long	CAS, CEAS
East Asia: Politics, Economy & Society	Song, Yang, Zhao	CAS, CEAS
East Asia: Transregional Histories	Burns, Eyferth, Ransmeier	CAS, CEAS
Visual & Material Perspectives on East Asia	Cheng, Foxwell, Wu	CAS, CEAS

programs. The Workshops encourage rigorous engagement by students and faculty through discussions, evaluations, networking, mentoring, and critical feedback on dissertation research. CAS has become a national model for GRD education, inspiring similar programs at other institutions. CAS Workshops are also another venue for students on the job market to prepare for job talks and regularly offer EA-specific sessions on academic publishing and job placement, along with non-academic career tracks in non-profit, think tank, and government sectors. In 2016-2017, CAS oversaw 65 workshops, of which 4 had a dedicated EA focus (Table H-3). The activities of the Becker-Friedman Institute for Research in Economics, CISSR, EPIC, IOP, NCCS, Paulson Institute, Pearson Institute for the Study and Resolution of Global Conflicts, Pozen Center for Human Rights, and UC Program on Global Environment, also support EA training across disciplines and professional programs.

H.4.a *Research and Study Abroad* For UGs, the College Study Abroad Office oversees 3 programs: (1) civilization and social science courses taught by UC faculty at 15 UC-affiliated international centers, including EA Civ (CB) and Colonizations (CHK); (2) 3 types of support for summer research and study programs, among which FLAG grants for summer language study abroad are obtained by many students attending the CB-ISCLP; and (3) summer and AY Metcalf paid internships matching students with employers (see Table H-4 for EA-specific data, and Table D-3 for additional UC linkages). Between 2014-2017, 263 UGs participated in EA

research and study abroad (12% of total UG research and study abroad, excluding internships).

For GRD students, research and study abroad programs are overseen by UChicagoGRAD, which

includes 1 staff member

dedicated solely to

supporting student

applications for

international fellowships.

Between 2013-2017, 14

students received

Fulbright research grants

for study in EA countries.

Every GRD student in the

CEAS area does research

abroad. GAI provides

summer research grants

for 4 years. Please see

Table H-4 and §D.1.f for

more on CEAS financial

support of student research and study abroad.

Table H-4: EA-Specific Research and Study Abroad, 2013-2017				
Type	2013-2014	2014-2015	2015-2016	2016-2017
Undergraduate Opportunities (623 participants, including internships)				
<i>EA Boren Awards</i>	2	2	-	3
<i>Programs at UC Centers in Beijing and HK</i>				
Civ Student Enrollments	26	37	33	37
Soc Sci Student Enrollments	15	8	6	-
FLAG Awards, Total	86	76	71	70
Chinese (Mandarin)	16	18	17	11
Japanese	3	5	5	5
Korean	1	1	1	1
Metcalf Internships, Total	>1000	>1300	>1700	>2000
Internships Filled in East Asia	60	80	100	120
3rd Yr International Travel Grants, Total	18	22	15	14
China	1	1	-	-
Japan	-	-	-	1
Mongolia	2	1	-	-
South Korea		1	-	1
Taiwan	1	1	-	-
Graduate Opportunities (152)				
<i>EA Fulbright US Student Program</i>	3	2	3	-
<i>EA Fulbright-Hays DDRA</i>	1	1	1	3
<i>CEAS Dissertation Awards</i>				
China	8	12	6	7
Japan	7	7	4	5
Korea	2	2	-	1
<i>CEAS Research & Professional Training and Language Study Awards</i>				
China	8	6	7	6
Japan	12	13	10	11
Korea	2	1	1	-
Total	170	199	290	252

H.4.b Facilitation of Other Institution's Study Abroad and Summer Language Programs

UG and GRD programs summarized in §H.1&3 allow students, with appropriate approvals, to

enroll in a wide variety of domestic and overseas study abroad and summer language programs

approved for UC transfer credit (e.g., Indiana University Summer Language Workshops,

Middlebury College, and Peking, Waseda and Yonsei Universities). UGs and GRDs also benefit from UC formal linkages with institutions abroad (§D.1.d, Table D-3).

§I. Outreach Activities

Outreach is an integral part of CEAS's mission and is conducted in partnership with multiple units on campus, MSIs, community colleges, K-12 schools, business, media, non-profits, and the general public, to expand public understanding of EA, promote research, and provide teacher training, all of which extend the impact of UC resources to our region and nation. In FY17, CEAS provided \$270,000 of support for outreach initiatives, including lectures, conferences, book talks, film screenings, exhibits, performances, and educator workshops. Our email listserv (1,610 subscribers), weekly newsletter, social media accounts (1,537 users), and website (17,400 visitors annually from across the globe) facilitate communication among our affiliates and with the general public to promote effective dissemination of information about EA-related events, research, and opportunities. CEAS faculty (across departments, divisions and professional schools) and guests (domestic and international) give hundreds of lectures to both the academic community and the general public, including 296 organized by CEAS (2014-2017). In addition, CEAS spends over \$5,000/yr purchasing and cataloging films for the CEAS Film Library, one of the largest collections of EA film materials in North America, with more than 7,000 titles and ~1,000 registered users accessing multiple titles each year. Films are available free to UC affiliates, as well as to educators in the Midwest, and the general public; CEAS also accommodates requests nationally.

1.a *Elementary and Secondary School Outreach* CEAS works with on- and off-campus partners to provide outreach opportunities for K-12 students and educators with EA content. The annual UC International Education Conference (IEC) and Summer Institute for Educators (SIE)

are programs that bring educators, researchers, and professionals together to explore issues of global significance and create resources for internationalizing classroom curricula. IEC and SIE are co-planned by UC NRCs, sharing expenses and staff time to increase the impact of events. Each year a different topic is chosen based on surveys from previous participants and on-going

Table I-1: CEAS Teacher Training Outreach Activities, 2014-2017			
Year	Title	Partners (* denotes NRC)	Guests (1,594)
2014-2017	CEAS Library Travel Grants	Educators from domestic institutions w/ limited CJK library resources	32
2014	Energy and the Global Environment: Science, History, Politics (SIE)	CEERES*, CIS, Civic Engagement, CLAS*, CMES*, COSAS, OI	38
2015-2017	ACTFL Oral Proficiency Interview (OPI) Training Workshops	CEERES*, CLAS*, CLC, CMES* MSIs (CPS and CCC)	30
2015-2016	Workshop Sessions - CCC Faculty Development Week	CCC (MSI), CEERES*, CLAS*, CMES*, Pulitzer Center	100
2015-2016	Annual Teacher Appreciation Nights at the Oriental Institute	CEERES*, CIS, CLAS*, CMES*, Logan Ctr, NSP, UChicago Promise	100
2015	Korean ACTFL Oral Proficiency Interview (OPI) Training Workshop	CLC, EALC, and other Midwest educational institutions	10
2015	Global Inequality: Conditions, Consequences, Solutions (SIE)	CEERES*, CIS, CLAS*, CMES*, COSAS, Global Environment, OI	70
2015	Refugees and Fragile States & Bringing Global Stories Home: Integrating Int'l Reporting into Educational Curriculum	CCC (MSI), CEERES*, CLAS*, CMES*, Pulitzer Center	193
2015	Making Connections for Students to STEAM Education	CEERES*, CLAS*, CMES*, OI, UC Admissions, UI Urbana-Champaign	75
2016	8 th Annual UC IEC – Sensing Place, Sharing Stories: Global Literacy in the 21 st C. Classroom	CEERES*, CLAS*, CMES*, International House, NSP, OI, Out of Eden Project, UChicago Engages	75
2016	Global Issues in Local Contexts: Turning Int'l Journalism into Teachable Lessons (SIE)	CEERES*, CLAS*, CMES*, NSP, OI, Pulitzer Cntr, UChicago Engages	62
2016-2017	UC Workshops on Language Pedagogy for the Contemporary Classroom	CEERES*, CLAS*, CLC, CMES*, MSIs (CPS and CCC)	40
2016	Food Waste and Security in the US and South Korea	CCC (MSI), CEERES*, CLAS*, CMES*, Pulitzer Center	225
2016	9 th Annual UC IEC – Power in Transition? International Politics and Troubled Elections	CEERES*, CLAS*, CMES*, Council on Foreign Relations, International House, NSP, OI, UChicago Engages	50
2017	Global Health: HIV and TB	CCC (MSI), CEERES*, CLAS*, CMES*, Pulitzer Center	135
2017	Global Competency at Work: Practicing International Journalism at the Local Level (SIE)	CEERES*, CLAS*, CMES*, NSP, Pulitzer Center, UChicago Engages	42
2017	Pollution in Metropolitan Waterways: China, India, Indonesia	CCC (MSI), CEERES*, CLAS*, CMES*, Pulitzer Center	260
2017	10 th Annual UC IEC - The Digital Museum & Library: Reconstructing Int'l & Intercultural Collections in Online Space	CEERES*, CLAS*, CMES*, Field Museum, Int'l House, NSP, Oak Park Public Library, Metropolitan Museum of Art, UChicago Engages	57

conversations with teachers, CPS Office of Language and Cultural Education, and other local schools about relevant issues they would like to explore. Teachers receive up to 20 continuing professional development credits for completing the workshops, which are evaluated through surveys and feedback. Follow-up surveys track how teachers use workshop materials in their classrooms. See Table I-1 for all 2014-2017 teacher training activities. CEAS staff, in consultation with CEAS Associate ‘Master Teachers’ and other UC NRCs, facilitate the creation of new curricular materials derived from all programs, including videotaped presentations, PowerPoint slides, lesson plans, suggested readings, and K-16 curriculum guides. All are provided free through the CEAS website, as well as the UChicago Educator Outreach website and a dedicated YouTube channel. Both 2016 joint-NRC initiatives create new platforms to disseminate international education content and increase outreach impact. CEAS plans to use NRC funds to enhance such programs and web resources (BN E.3.a&i). Since 2010, UC has participated in STARTalk, a summer Chinese language institute for CPS high school students studying advanced Chinese. Over the 4-week summer program, taught entirely in Chinese, students attend daily classes with UC teachers and are provided with meals, travel passes, cultural learning activities, field trips, and instructional materials. STARTalk is offered to selected students for free. Successful participants receive a \$1,000 stipend and an official UC transcript with their grade. Each year CEAS also partners with performers and artists to provide programs on EA performing arts for K-12 audiences. Recent examples include presentations in 2016 by world-renowned musicians Jin Hi Kim (komungo) and Min Xiao-Fen (pipa) on Korean and Chinese music and culture at Chicago Child Care Society and Chicago Free School (Pre-K-Grade 2, 80 students); and presentations by Master Yoko Hiraoka (biwa) in 2017 on music in traditional and contemporary Japan at Chicago Free School and to Japanese language classes at

Murray Language Academy (CPS-MSI) (Pre K-Grade 3, 80 students). CEAS intends to use NRC funds to sponsor enhanced artist/performer residencies on campus with dedicated outreach programs to local schools and MSIs to increase cross-cultural understanding about East Asia (BN E.3.g.ii&iii).

1.b Outreach to Postsecondary Institutions CEAS engages faculty and students at postsecondary institutions in many ways, ranging from faculty leadership on editorial boards and in professional organizations, to creating and publishing materials utilized in EA course instruction (App. 1). One example is the *Kanji Alive* web learning tool created by EALC Japanese Program Director Harumi Lory with support from CEAS. *Kanji Alive* allows Japanese language learners to search for 1,235 kanji characters using Japanese, romaji, or English, by meaning, pronunciation, stroke number, or radical. It is one of the only programs that allows students to search within widely-used Japanese textbooks so students preparing for the Japanese Language Proficiency Test (JLPT) can organize kanji searches by JLPT levels to optimize their studies. The program is recommended as a language learning resource by more than 50 postsecondary institutions in the US and worldwide and is available for free online and for mobile devices. In addition, CEAS public workshops, lectures, and conferences host faculty from institutions across the globe and are announced at MSIs throughout the state. These activities bring together scholars, students, and practitioners from postsecondary institutions, think tanks, museums, and libraries to discuss and develop cutting-edge themes related to EAS. Notable examples include an annual workshop on reading Japanese manuscript texts (*kuzushiji*); Jeju 4.3 Reconciliation Conference (2018); Qing Code Translation Workshop (2017); Future of China-Latin America Relations (2017); The Fukushima Nuclear Disaster, 5 Years Later (2016); and Digital Sinology and Digital East Asia (2014). CEAS also invites postsecondary educators in the

region to join our CEAS Associates program, through which faculty from other institutions have access to our libraries and participate in the intellectual life of our community. Current CEAS Associates hold primary academic positions at Benedictine, College of DuPage, DePaul, Denison, Lake Forest College, NEIU, Northwestern, Notre Dame, Purdue, Wilbur Wright College (CCC), UIC, and UW-Milwaukee. CEAS also provides professional development through teacher training activities (Table I-1). UC area studies centers also have a formal relationship with City Colleges of Chicago (MSI) and will utilize NRC funds to further enhance international course development, co-curricular activities, and evaluation tools for global competencies (§K.1.a).

1.c *Outreach to Business, Media, and General Public* Opportunities abound as Chicago and Illinois have substantial EA populations, multiple organizations that promote EA culture, and increasing business with the EA region. Faculty regularly consult with media, trade chambers, and EA consular staff. CEAS staff handle requests from television stations and newspapers to cover our campus programming and interviews about current affairs. All CEAS sponsored events are free and open to the public and we routinely program cultural events that attract wide public participation, as well as activities with public libraries, EA consulates, and the Chicago Council on Global Affairs, an organization devoted to public affairs and international business (Table I-2). CEAS faculty participate in the annual BSB Emerging Markets Summit, which gathers professionals from across the globe, including Asia Pacific/China, for a pan-regional conference exploring a wide range of emerging market developments from entrepreneurship to social and government policy. CEAS faculty frequently give interviews and lend their expertise to the media. Recent examples include Bruce Cumings' (History) interviews with Chicago public radio WTTW, NPR, *The Nation*, and *The New York Times* on North and South Korea; and Dali Yang's

Table I-2: Sampling of Recent CEAS Public Events, 2016-2018			
Year	Event	Partners (* denotes NRC)	Guests
2018	An Unparalleled Partnership: US-Japan Relations in an Uncertain World (Kubo)	HSPP-Asia Policy Forum, Consulate-General of Japan, Univ. of Tokyo	75
2018	8 th Annual Spring Festival: Matsuri	Consulate-General of Japan, Japan Student Assoc., UChicago Student Gov't	100
2018	US Army Photographers and the 'Seen Side' and 'Blind Side' of Japanese Military Comfort Women (Kang)	SungKongHoe University (Korea)	50
2018	World Korean Lang. 4.0 and Korean Wave 4.0	Korea University	35
2017	Cool Japan: Anime, Manga and Their Place in Popular Culture (Schulz – EALC PhD Student)	Blackstone Public Library	35
2017	US-China Forum: Innovation on the Urban-Rural Continuum	BSB, China-US Exchange Foundation, Consulate General of PRC, UChicago Mansueto Institute for Urban Innovation, University of HK, WBEZ Public Radio	125
2017	East Asia by the Book: CEAS Author Talks - "Sold People: Traffickers and Family Life in North China" (Ransmeier)	Seminary Co-Op Bookstore	45
2017	Media Politics in China (Repnikova)	CEERES*	35
2017	Kagawa Ryo Japanese Folk Music Performance (North American Premier)	Over 28,000 views on CEAS YouTube Channel	90
2016	Diplomatic Encounters Series w/ PRC Consul General-Chicago, Hon. Hong Lei	Consulate General of PRC, CMES, Int'l House, IOP	150
2016	Asian Sound Revolution Concert	International House, Woodlawn, Hyde Park, Kenwood Public Radio	235
2016	Under the Ground: Coal, Water, and Labor in Environmental Documentaries from China and Taiwan	Film Studies Center, Franke Institute for the Humanities, Global Environment Program, TECO, Taiwan Public Television Service, UChicago Arts	150
2016	Pathways to a Clean Environment: Law, Enforcement, and the Public in China and US	Chicago Council on Global Affairs, EPIC, Paulson, Tsinghua Uni., UChicago Abrams Environmental Law Clinic	200

(Political Science) interviews with China Global Television Network and articles in *Foreign*

Affairs on the *Belt and Road Initiative* and anti-corruption campaigns in China. UChicago News disseminates our press releases, and their website, along with BSB and HSPP, provide a clearinghouse for articles and information, as well as links to "Experts Guides" that allow journalists to identify and connect with faculty from particular fields. CEAS regularly makes speakers (and videos of their events) available to local media and looks forward to creating podcasts and additional web resources to enhance the accessibility of EAS content.

§J. FLAS Awardee Selection Procedures

CEAS is committed to a high quality FLAS selection plan. Our procedures have been

developed to ensure compliance with USED regulations and guidelines and guarantee that information about FLAS is distributed widely to potential applicants in all GRD and professional programs. The competition for FLAS fellowships involves close coordination between CEAS staff and Executive Committee, Deans of Students, and UChicagoGRAD. With NRC and FLAS support, UC FLAS fellows have consistently achieved advanced levels of proficiency in one or more EA LCTL, with the majority of alumni reporting that they found employment utilizing their language and area skills. There is a strong correlation between receiving FLAS support and later winning prestigious research grants (e.g., Fulbright, Wenner-Gren, and SSRC), evidence that FLAS is leveraged to produce a pool of experts with deep language proficiency and area studies knowledge. FLAS fellowships are essential for UC to maintain its strong programs for training advanced language learners in priority languages with relevant area studies expertise. CEAS requests authorization to award academic year and summer FLAS for Chinese, Japanese, and Korean. We request 9 AY and 7 summer FLAS awards based on the number of highly qualified applicants for EA language training and to augment the number of MA and professional school students awarded FLAS fellowships. **Advertising** CEAS works with UChicagoGRAD and other UC NRCs on campus to widely advertise the FLAS competition for both AY and summer awards via posters, flyers, and targeted emails to students, faculty, departments, and administrative offices on campus. FLAS fellowship information is available year-round on the CEAS website, as well as on a centralized student funding website administered by UChicagoGRAD. These sites provide details about the competition, selection criteria and application process, priority languages, and regulations governing off-campus programs. Dedicated workshops promote FLAS and advise prospective fellows on application procedures. All communications highlight the priority given to the study of LCTLs as part of

training in EAS. CEAS regularly reaches out to UC professional school staff to explain how to foster enhanced language and area studies for their students and to develop targeted information sessions. **Application Process and Selection Criteria** Advertising of FLAS awards begins as early as the start of the AY (October), with the bulk of communications in letter and email distributed in early December to GRD students and all departments and professional schools (e.g., affiliated faculty, department chairs, administrators, advisors). The online application is available through UChicagoGRAD and CEAS websites. UC uses a standard FLAS application: a 1-page statement of purpose discussing the proposed course of study and its relation to academic training and career objectives, academic transcript, 1 language recommendation, and 2 academic recommendations. The applications are due in early February. Incoming GRD students are referred by Departments and Deans of Students, who verify eligibility for new students. UC has a centralized FLAS coordinator in UChicagoGRAD who works with the Deans of Students to process completed applications for area studies center review. CEAS Executive Committee members review and score EA applications individually and then meet in February to evaluate, discuss, and rank applications for both summer and AY awards. In addition to prioritizing financial need, selection criteria for FLAS awards place a high priority on students: (1) pursuing advanced levels of proficiency in LCTLs; (2) whose language training is necessary to their disciplinary or professional degree; and (3) who demonstrate a strong focus on EAS or international studies with an EA emphasis. Additional criteria are: (4) academic performance and commitments to language and area studies as evidenced by in transcripts, recommendations, and proposed program of study; and (5) intention to pursue public service. CEAS will not award FLAS to students who already possess fluency equivalent to an educated native speaker. By mid-March, a ranked list of awards is submitted to UChicagoGRAD and the Deans of Students, who

then informs successful applicants. In April, after the acceptances are known, alternates for awards are notified based on CEAS Executive Committee's rankings. **Priorities** CEAS's plan addresses the announced priorities related to financial need and priority languages (CJK). FLAS announcements include notification to students that preference will be given for demonstrated financial need. Applicants are asked to indicate if they are filing a FAFSA, and before the selection committee meets, CEAS works with appropriate offices (Deans of Students and UChicagoGRAD) to assess financial need and rankings. While we prioritize students with financial need, applicants selected for funding need to meet our selection criteria.

§K. Competitive Preference Priorities (CPP)

K.1.a In order to address the CPP for NRC institutions to jointly plan, conduct, and implement activities with MSI and community colleges, UC area studies centers will continue to partner with City Colleges of Chicago (CCC). CCC consists of 7 colleges, 6 satellite sites, and 70 adult education instruction off-sites citywide, representing the largest community college district in Illinois and one of the largest in the nation. The student population of CCC is diverse, with over 84% of enrolled students representing minority populations. 4 CCC campuses are designated Hispanic Serving Institutions by USED, and 3 are recognized as Predominantly Black Institutions. More than 6,000 faculty and staff help prepare 120,000 students annually to enter the workforce, pursue higher education, and advance their careers. CCC is committed to creating an institution that ensures both student access and success around the following 4 goals: 1) increasing the number of students earning college credentials; 2) increasing the rate of transfer to 4-year colleges following CCC graduation; 3) improving outcomes for students needing remediation; and 4) increasing the number of ABE, GED and ESL students who advance to and succeed in college-level courses. The last Title VI grant cycle was successful in establishing a

core working group of CCC administrators and faculty to provide constructive feedback and a channel for international programming needs, which were realized through cooperation with UC NRCs to implement dedicated faculty development sessions, workshops, and interdisciplinary programming. Collaboration with the Pulitzer Center on Crisis Reporting led to the creation of an international reporting fellowship and the signing of a tri-party MOU between UC, CCC and the Pulitzer Center. In consultation with the CCC Provost's office, and a newly established Advisory Committee, UC NRCs will further expand collaboration with CCC faculty and students on the development of teacher training; international curricular content; co-curricular programming; student ambassador opportunities; and program evaluation to support human diversity and accreditation needs, and demonstrate impact through cultural and global competencies. (BN E.3.c, App. 4 letter from CCC).

K.1.b UC has many diverse and effective teacher education activities and resources, despite lacking a School of Education, and CEAS engages in multiple teacher training and professional development activities that fulfill this CPP. In 2018-2022, UC NRCs will collaborate with several entities on campus to support the integration of international and intercultural dimensions into teacher education and to promote the preparation and credentialing of foreign language teachers in LCTLs. Chicago Center for Teaching (CCT) researches and educates on best teaching practices, effective evaluation methods, and innovative course design. CCT offers a series of workshops and consultations that introduce students to various aspects of pedagogy and help them refine their individual teaching styles. It offers the Fundamentals of Teaching Series, Course Design and Teaching Portfolio Workshops, Individual Teaching Consultations and Assessment, Grants for Instructional Improvement and Certificates through its Second Language Pedagogy Certificate Program, and College Teaching Certificate Program., CEAS will partner

with CCT on programs to enhance area studies pedagogical training, including support for CCT Teaching Fellows, teaching portfolio seminars, and a dedicated workshop series on area studies “survey” course development (BN: E.3.e). CEAS also partners with other campus entities to provide additional opportunities for teacher training: CAS Workshops (§H.3.b); PATHS Public Lectureship (BN: E.3.f and h); CLC workshops on foreign language pedagogy and proficiency assessment (BN: E.1c-e and E.3.d); IEC and SIE (joint NRC programs §I.1.a-b and BN: E.3). UC’s Office of Career Advancement also provides resources through its *Careers in Education* program that includes advising, workshops, partnerships with public and private schools, internship opportunities, and visits to education institutions. CEAS and other UC NRCs will continue discussions with campus entities to enhance international themes in the content of resources and workshop offerings, thereby diversifying such programs and formalizing partnerships with community colleges, MSIs and other area studies centers.

K.2.a As detailed in §J, CEAS includes a category in its selection rubric that gives preference to students with demonstrated financial need. FLAS applications require applicants to specify that they have submitted a FAFSA application and the divisional Deans of Students collect the necessary documentation to illustrate financial need. CEAS consistently receives a healthy number of qualified applicants, so the awarding of preference for financial need has substantive impact on the competition.

K.2.b CEAS will make 100% of its FLAS awards in LCTL priority languages: Chinese, Japanese and Korean.

Other Attachment File(s)

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APPENDIX 1

Curriculum Vitae Profiles for Project Personnel and Position Descriptions

STATISTICAL OVERVIEW OF ALL EAST ASIAN FACULTY AND STAFF = 119

Professors	Associate Professors	Assistant Professors	Visiting Professors	Senior Lecturers	Lecturers	Staff
42	16	16	1	6	13	25

<i>Division of Humanities</i>	Art History, Comparative Literature, Creative Writing, East Asian Languages and Civilizations, Linguistics, Music, Near Eastern Languages and Civilizations
<i>Division of Social Sciences</i>	Anthropology, Economics, Committee on Social Thought, History, Political Science, Psychology, Sociology
<i>Division of Biological Sciences</i>	Anesthesia, Chemistry, Organismal Biology
<i>Professional Schools</i>	Booth School of Business, Divinity School, Harris School of Public Policy, Law School, Pritzker School of Medicine, School of Social Service Administration

FACULTY AND STAFF PERCENTAGE OF TIME DEDICATED TO EAST ASIA

100%	50%	25%	10%	5%
75	10	11	8	15

STATISTICAL OVERVIEW OF CORE TEACHING FACULTY (OVER 25% OF TIME DEDICATED TO EAST ASIA) = 71

Professors	Associate Professors	Assistant Professors	Visiting Professors	Senior Lecturers	Lecturers
27	13	13	1	6	11

<i>Division of Humanities</i>	Art History, Comparative Literature, Creative Writing, East Asian Languages and Civilizations, Linguistics, Music, Near Eastern Languages and Civilizations
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<i>Division of Social Sciences</i>	Anthropology, Economics, Committee on Social Thought, History, Political Science, Psychology, Sociology
<i>Division of Biological Sciences</i>	Pritzker School of Medicine, Department of Anesthesia, Chemistry
<i>Professional Schools</i>	Booth School of Business, Divinity School, Harris School of Public Policy, Law School

CORE TEACHING FACULTY PERCENTAGE OF TIME DEDICATED TO EAST ASIA

100%	50%	25%
50	10	11

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EXPLANATION OF BIOGRAPHICAL INFORMATION

Where indicated, language competency levels are defined as:

- 5 = native speaker
- 4 = fluent speaker
- 3 = advanced competency
- 2 = intermediate competency
- 1 = beginner competency

FACULTY

Faculty with multiple appointments will be listed under all applicable disciplines.

Tenured = (T)

Tenure Track = (TT)

Not Applicable = (N/A)

Anesthesia & Critical Care (1)

Yuan, Chun-Su (T) (China)C-65

Anthropology (4)

Chu, Julie (T) (China)C-17

Farquhar, Judith (T) (China)C-20

Fisch, Michael (TT) (Japan)C-20

Yao, Alice (T) (China)C-63

C-2

Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

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Art History (4)

Foxwell, Chelsea (T) (Japan)	C-21
Lin, Wei-Cheng (T) (China)	C-39
Tsiang, Katherine R. (N/A) (China)	C-55
Wu, Hung (T) (China).....	C-58

Booth School of Business (8)

Berger, Phillip (T) (China).....	C-9
Chu, Johan (TT) (Korea).....	C-16
Cong, Lin William (TT) (China)	C-17
He, Zhiguo (T) (China)	C-25
Hsee, Christopher (T) (China)	C-28
Hsieh, Chang-Tai (T) (China).....	C-28
Kashyap, Anil (T) (Japan).....	C-31
Tsay, Ruey (T) (China)	C-54

Chemistry (2)

Lee, Ka Yee (T) (China)	C-35
Park, Jiwoong (T) (Korea)	C-47

Cinema and Media Studies (1)

Gunning, Thomas (T) (Japan).....	C-24
----------------------------------	------

Classics (1)

Bartsch-Zimmer, Shadi (T) (China).....	C-9
--	-----

Collegiate Professors (Humanities) (2)

Chan, Nadine (TT) (China).....	C-13
Levan, Valarie (TT) (China)	C-36

Collegiate Professors (Social Sciences) (2)

Kent, Stacie (TT) (China)	C-32
Werner, Jake (TT) (China).....	C-57

Committee on Social Thought (1)

Saussy, Huan (T) (China)	C-49
--------------------------------	------

Comparative Literature (2)

Saussy, Haun (T) (China)	C-49
Solovieva, Olga (TT) (Japan)	C-52

Creative Writing (2)

DeWoskin, Rachel (N/A) (China).....	C-19
Xu, Lynn (TT) (China)	C-61

C-3

Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

Divinity School (5)

Heo, Angie (TT) (Korea)	C-26
Hopkins, Dwight (T) (China).....	C-27
Kapstein, Matthew (T) (Tibet, China)	C-31
Wedemeyer, Christian (T) (Tibet, China).....	C-57
Ziporyn, Brook A. (T) (China)	C-68

East Asian Languages and Civilizations (33)

Alitto, Guy (T) (China)	C-8
Bourdaghs, Michael (T) (Japan)	C-10
Burns, Susan (T) (Japan).....	C-12
Cai, Fangpei (N/A) (China)	C-13
Choi, Kyeong-Hee (T) (Japan, Korea).....	C-15
Copp, Paul (T) (China, Central Asia)	C-18
Eyferth, Jacob (T) (China)	C-19
Fox, Ariel (TT) (China)	C-21
Foxwell, Chelsea (T) (Japan).....	C-21
Harper, Donald (T) (China)	C-24
Iovene, Paola (T) (China)	C-29
Katagiri, Yoko (N/A) (Japan)	C-32
Ketelaar, James (T) (Japan)	C-33
Kim, Jieun (N/A) (Korea)	C-34
Kuo, Yi-lu (N/A) (China)	C-35
Li, Meng (N/A) (China)	C-36
Li, Yung-ti (N/A) (China).....	C-37
Lin, Wei-Cheng (T) (China)	C-39
Long, Hoyt (T) (Japan)	C-40
Lory, Harumi (N/A) (Japan)	C-40
Miyachi, Misa (N/A) (Japan).....	C-42
Na, Won Kyung (N/A) (Korea)	C-43
Noto, Hiroyoshi (N/A) (Japan)	C-45
Pomeranz, Kenneth (T) (China).....	C-47
Saussy, Haun (T) (China)	C-49
Shaughnessy, Edward L. (T) (China)	C-50
Skosey, Laura A. (N/A) (China).....	C-52
Wang, Xiaorong (N/A) (China)	C-56
Wang, Youqin (N/A) (China)	C-56
Wu, Hung (T) (China).....	C-58
Xiang, Shan (N/A) (China)	C-60
Yang, Jun (N/A) (China).....	C-62
Zeitlin, Judith (T) (China).....	C-66

C-4

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Economics (2)

Heckman, James (T) (China)	C-25
Tsiang, Grace (N/A) (China)	C-55

Harris School of Public Policy (3)

Black, Dan (T) (China)	C-10
Ito, Koichiro (TT) (Japan).....	C-30
Sah, Raj Kumar (T) (Japan)	C-49

History (8)

Alitto, Guy (T) (China)	C-8
Burns, Susan (T) (Japan) TITLE VI NRC & FLAS PROJECT DIRECTOR	C-12
Cumings, Bruce (T) (Korea)	C-18
Green, Adam (T) (China).....	C-23
Hevia James (T) (China)	C-26
Ketelaar, James (T) (Japan)	C-33
Pomeranz, Kenneth (T) (China).....	C-47
Ransmeier, Johanna (TT) (China).....	C-48

Medicine (4)

Lio, Jonathan (TT) (China)	C-39
Nakamura, Yusuke (T) (Japan).....	C-43
Olopade, Olufunmilayo (T) (China)	C-45
Sherer, Renslow (T) (China).....	C-51

Law School (3)

Ginsburg, Thomas (T) (Japan, Korea)	C-22
Manning, Thomas (N/A) (China)	C-42
Skosey, Laura A. (N/A) (China)	C-52

Linguistics (2)

Xiang, Ming (T) (China).....	C-59
Yu, Alan C. L. (T) (China)	C-64

Music (1)

Cheung, Anthony (TT) (China)	C-14
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Near Eastern Languages and Civilizations (2)

Kagan, Arik (N/A) (Central Asia, China)	C-8
Woods, John (T) (Central Asia, Mongolia, China).....	C-58

Organismal Biology and Anatomy (2)

Luo, Zhe-Xi (T) (China)	C-41
Sereno, Paul (T) (China)	C-50

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Physics (2)

Kang, Woowong (T) (Korea).....	C-30
Kim, Young-Kee (T) (Korea)	C-34

Political Science (4)

Ginsburg, Thomas (T) (Japan, Korea)	C-22
Gulotty, Robert (TT) (China).....	C-23
Pape, Robert (T) (China).....	C-46
Yang, Dali (T) (China).....	C-62

Psychology (1)

Goldin-Meadow, Susan (T) (China)	C-22
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Social Science Administration (1)

Choi, Yoonsun (T) (Korea).....	C-15
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Sociology (3)

Xi, Song (TT) (China).....	C-53
Yamaguchi, Kazuo (T) (Japan).....	C-61
Zhao, Dingxin (T) (China)	C-67

STAFF

Center for East Asian Studies (4)

Bourdaghs, Walter (N/A).....	C-11
Newman, Abbey (N/A) TITLE VI NRC & FLAS PROJECT ASSOC. DIRECTOR	C-44
Su, Myra (N/A)	C-53
Yip, Connie (N/A)	C-63

University of Chicago Center in Beijing (6)

Chen, Dola (N/A).....	C-14
Huang, Pinhsuan (N/A).....	C-29
Li, Xia (N/A).....	C-37
Li, Yuxuan (N/A).....	C-38
Liang, Xueming (N/A).....	C-38
Yuan, Ji (N/A).....	C-66

University of Chicago Center in Hong Kong (4)

Chong, Kitty (N/A)	C-16
Luk, Sandy (N/A).....	C-41
Siu, Angela (N/A)	C-51

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Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

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Tang, Candy (N/A)C-54

University of Chicago Library East Asian Collection (10)

Hibino, Kiku (N/A).....C-27

Kim, Hyerye (N/A)C-33

Park, Jee-Young (N/A)C-46

Qian, Xiaowen (N/A).....C-48

Wu, Jiaxun Benjamin (N/A)C-59

Xu, Jin (N/A)C-60

Yoshimura, Ayako (N/A).....C-64

Yu, Karen (N/A)C-65

Zhou, Yuan (N/A).....C-67

Zhu, Xianquan (N/A)C-68

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Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

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ALITTO, Guy **Year Appointed: 1980**

Tenure Status: *Tenured*

Title and Department(s): Associate Professor, Department of History, Department of East Asian Languages & Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., History and East Asian Languages, Harvard University (1975)

Academic Experience: Coordinator and Evaluator, University of Chicago College Metcalf Summer Internships at Beijing Global Village; Advisor, Chicago Chinese Business Student Group; Member, Advisory Panel, Forum on Eastern Cultures (Beijing, Beijing University, 2015)

Overseas Experience: China

Language(s): Chinese = 4

Research/Teaching Specializations: Modern Chinese intellectual and social history; labor history; the Chinese Communist movement

Courses Taught: Introduction to East Asian Civilizations: China; History of Modern China; Readings in Literary Chinese; Modern China; Reading Qing Documents

Number of Dissertations/Theses Supervised in Past 5 Years: 9 Ph.D., 6 M.A., 5 B.A.

Distinctions:

- Central China TV Award Outstanding Chinese Documentary Film 2012-2013 as subject of the “Dialogues with the Last Confucian” (2013)
- Best Book Award (for *If we don’t go forth, what will happen to the people?*) Awarded by the National Library of China, *one of twenty books including Chinese and Foreign* (2013)

Recent Publications:

- Book Review: *Growing Up in the People’s Republic: Conversations between Two Daughters of China’s Revolution*. Authored by Ye Weili and Ma Xiaodong, *The Oral History Review*, Vol. 44, No. 1, 2017.

ARIK, Kagan **Year Appointed: 2008**

Tenure Status: *N/A*

Title and Department(s): Ayasli Lecturer, Turkish, Department of Near Eastern Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 10%

Education: Ph.D., Department of Near Eastern Languages and Civilization and Department of Anthropology, University of Washington, Seattle, Washington (1999)

Academic Experience: Coordinator for the Modern Turkish Language Program, University of Chicago; Advisory Board Member, Critical Language Studies (CLS-CAORC); Member, Committee on Central Eurasian Studies, University of Chicago; Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Pedagogy Training: Chicago Language Center workshops and ACTFL conferences

Language(s): Turkish = 5, French = 5, Uzbek = 4, Kazak = 4, Kyrgyz = 4, Tatar = 4, Uyghur = 4, Persian = 2, Arabic = 2, Russian = 2, Japanese = 2, Mandarin = 2, Mongolian = 2

Research/Teaching Specializations: Language pedagogy for modern Turkish language and literature; historical development of the Turkish language; cultures of the Kazak nomads and Uighurs in China

Courses Taught: Introduction to the History of Central Asia; Musical Folklore of Central Asia; Turkish

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Most Recent Publication:

- *A Native Taxonomy of Healing Among the Xinjiang Kazaks*, *Anthropology of Consciousness*, vol. 10, no. 4, December 1999.

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Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

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BARTSCH-ZIMMER, Shadi **Year Appointed: 1998**

Tenure Status: *Tenured*

Title and Department(s): Helen A. Regenstein Distinguished Service Professor, Department of Classics and the Program in Gender Studies

Time (%) Dedicated to East Asian Studies: 10%

Education: Ph.D., Department of Classics, University of California in Berkeley (1992)

Academic Experience: Inaugural Director, Stevanovich Institute on the Formation of Knowledge (2015-present); Advisory Board, Ph.D. Program in Classical and Medieval Western Culture, Fu Jen Catholic University, Taipei, Taiwan (2009-present); Steering Committee, University of Chicago Center in Beijing (2009-2014); Advisory Board, University of Chicago Center in Beijing

Language(s): French = 4, Farsi = 4, Chinese = 3, German = 2, Italian = 2, Spanish = 2

Research/Teaching Specializations: Literature and philosophy of the Neronian Period; classics in modern China

Courses Taught: Religion and Reason; Human Being and Citizen; Persius and Roman Satire

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 3 M.A., 3 B.A.

Distinctions:

- Faculty Award for Excellence in Graduate Teaching, University of Chicago (2006)
- Distinguished Visiting Fellow, National Science Foundation, Taipei (2009)

Recent Publications:

- *The Ancient Greeks in Modern China: Interpretation and Metamorphosis*, A.B. Renger, Brill, The Reception of Greek and Roman Culture in East Asia: Texts & Artefacts, Institutions & Practices, 2016.
- 傻瓜的智慧：基督教和古典传统 (“*The Wisdom of Fools: Christianity and the Classical Tradition*”) China Scholarship, 2017.
- *Modern China and the Western Classical Tradition*, Princeton University Press, forthcoming.

BERGER, Philip **Year Appointed: 2013**

Tenure Status: *Tenured*

Title and Department(s): Wallman Family Professor of Accounting, Booth School of Business

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D., Booth School of Business, University of Chicago (1992)

Academic Experience: Faculty Advisory Board Member, University of Chicago Center in Hong Kong; Deputy Dean, Part-Time MBA Programs (2015–present); Executive Director, Accounting Research Center, (2017-present)

Overseas Experience: Hong Kong

Research/Teaching Specializations: Financial reporting and corporate finance; valuation consequence of diversification strategies; use of financial statement data to value real options

Courses Taught: Topics in Empirical Accounting Research; Accounting and Financial Analysis

Number of Dissertations/Theses Supervised in Past 5 Years: 5 Ph.D., 27 M.B.A.

Distinctions:

- Research Council of Hong Kong (multiple years)
- Chicago Booth Class of 2011 Phoenix Award (2011)

Recent Publications:

- *Commercial Lending Concentration and Bank Expertise; Evidence from Borrower Financial Statement*, with Michael Minnis and Andrew Sutherland, Journal of Accounting and Economics, 2017.

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BLACK, Dan	Year Appointed: 2005
Tenure Status: <i>Tenured</i>	

Title and Department(s): Professor, Irving B. Harris Graduate School of Public Policy Studies
Time (%) Dedicated to East Asian Studies: 5%
Education: Ph.D., Economics, Purdue University (1983)
Academic Experience: Faculty Steering Committee, University of Chicago Center in Beijing; Deputy Dean, Irving B. Harris Graduate School of Public Policy Studies (2014-present)
Overseas Experience: China
Language(s): N/A
Research/Teaching Specializations: Labor economics and applied econometrics
Courses Taught: Managerial Economics; Mathematics for Economists
Number of Dissertations/Theses Supervised in Past 5 Years: 14 Ph.D., 5 M.A., 2 B.A.
Distinctions:

- John S. Day Distinguished Alumni Academic Service Award, Krannert School, Purdue University Trustee Chair, Syracuse University (2004–2007)
- Project Director, NORC, National Longitudinal Survey of Youth (2012-2015)

Recent Publications:

- *The Effect of Education on Later Life Mortality*, with Yu-Chieh Hsu, and L. Taylor, *Journal of Health Economics*, pp. 109, December 2015.

BOURDAGHS, Michael	Year Appointed: 2008
Tenure Status: <i>Tenured</i>	

Title and Department(s): Robert S. Ingersoll Professor, East Asian Languages and Civilizations
Time (%) Dedicated to East Asian Studies: 100%
Education: Ph.D., East Asian Literature, Cornell University (1996)
Academic Experience: Chair, Department of East Asian Languages and Civilizations (2012-2016); Chair, Committee on Japanese Studies, Center for East Asian Studies (2009-2011); Co-Chair (2011-2012)
Overseas Experience: Japan
Language(s): Japanese = 4, German = 2, Chinese = 1
Research/Teaching Specializations: Modern Japanese literature, culture, and intellectual history; popular music; literary and critical theory
Courses Taught: Japanese Cultures of the Cold War: Literature, Film, Music; Contemporary Japanese Media Studies; Fictions of Selfhood in Modern Japanese Literature
Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 3 M.A., 7 B.A.
Distinctions:

- Scaglione Prize for a Translation of a Scholarly Study of Literature, Modern Language Association
- Governing Board, Kyoto Consortium for Japanese Studies (2010-2016)
- International Editorial Board, *Japan Forum*, British Assoc. for Japanese Studies (2011-present)
- American Advisory Committee, Japan Foundation (2016-present)

Recent Publications:

- *Natume Sōseki and the Theory and Practice of Literature*, ed. Haruo Shirane, David Lurie and Tomi Suzuki, *The Cambridge History of Japanese Literature*, Cambridge: Cambridge University Press, pp. 634-640, 2016.
- *Politics and Literature Debate: Postwar Japanese Criticism 1945-1952*, co-edited with Richi Sakakibara, Hirokazu Toeda and Atsuko Ueda, anthology of annotated translations of Japanese literary criticism, Lanham, Maryland: Lexington Books, 2017.

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BOURDAGHS, Walter

Year Appointed: 2014

Tenure Status: N/A

Title and Department(s): Center Coordinator, Center for East Asian Studies

Time (%) Dedicated to East Asian Studies: 100%

Education: B.A., Psychology, Beloit College (2013)

Professional Experience: N/A

Overseas Experience: Japan

Language(s): Japanese = 4

Brief Job Description:

- Process all payments to University students, faculty, and outside guests to ensure compliance with University Policies and federal and grant regulations
- Maintain CEAS listservs for multiple constituencies
- Create weekly outreach newsletter to CEAS constituents and to the greater Chicagoland area about upcoming East Asia-related events both on and off campus
- Assist with CEAS event logistics and staffing
- Manage CEAS internal grant and fellowship applications and other program proposals with on-line Wufoo system
- Prepare all internal grant, fellowship, and prize applications for relevant CJK and Executive Committee review
- Process payments for CEAS internal prizes, travel, language and training grants and research fellowships
- Prepare digest of all East Asia-related jobs, fellowships, and calls for proposals for posting on CEAS website and listserv distribution
- Assist with CEAS website updates and Drupal troubleshooting
- Oversee CEAS student workers

CEAS TITLE VI NRC and FLAS PROJECT DIRECTOR

BURNS, Susan

Year Appointed: 2002

Tenure Status: *Tenured*

Title and Department(s): Associate Professor of History and East Asian Languages and Civilizations;
Full Professor of History and East Asian Languages and Civilizations from July 1, 2018.

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., East Asian Languages and Civilizations, University of Chicago (1994)

Academic Experience: Director, Center for East Asian Studies, University of Chicago (2017-present);
Chair, Japan Committee, Center for East Asian Studies (2004-2007, 2008-2009, 2012-2015);
Senior Advisor to the Social Science Collegiate Division (2014-2018); Chair, Collegiate Affairs
Committee, Department of History (2008-2011, 2014-2015, 2017-present); Chair, Northeast
Asia Council, Association of Asian Studies, (2006-2007)

Overseas Experience: Taiwan, Japan

Language(s): Japanese = 4, German = 2, French=2, Chinese = 1

Research/Teaching Specializations: Intellectual and cultural history of Tokugawa and Meiji Japan;
medicine and the body; gender and women's history; law and gender

Courses Taught: Contact Zones: Japan's Treaty Ports, 1854–1899; Medicine & Culture in Modern East
Asian History; Edo/Tokyo: Society and the City, Gender and Japanese History

Number of Dissertations/Theses Supervised in Past 5 Years: 6 Ph.D., 2 M.A., 8 B.A.

Distinctions:

- IIE Fulbright Fellowship, awarded 9 months of support for research in Japan for the project entitled “In the Arena of the Courts: Gender, Law, and the State in Japan” (2007)
- Grant of \$5,000 from the Northeast Asia Council to conduct a 2-week summer workshop on “Reading Kuzushiji” (2013) which has now become a week-long, annual event at CEAS
- Short-term research fellowship from the Japan Foundation, funded 2 months of research in Japan (2016)
- Social Science Collegiate Division Course Development Grant, awarded \$9,000 to develop a course entitled “Mapping Urban Space: The Global History of the City” (2018)

Recent Publications:

- *Before the Nation: Kokugaku and the Imagining of Community in Early Modern Japan* (Duke University Press, 2003).
- "Rethinking 'Leprosy Prevention:' Entrepreneurial Doctors, the Meiji Press, and the Civic Origins of Biopolitics." *Journal of Japanese Studies* 38, no. 2, Summer 2012.
- Co-edited with Barbara Brooks, *Gender and Law in the Japanese Imperium, 1868-1952*, University of Hawaii Press, 2015.
- "History, Testimony, and the Afterlife of Quarantine: The National Hansen's Disease Museum of Japan," in *Quarantine: Local and Global Histories*, edited by Alison Bashford (London and New York: Palgrave, pp. 210-229, 2016).
- “The Japanese Patent Medicine Trade in East Asia: Women’s Medicines and the Tensions of Empire” in Angela Ki Che Leung and Izumi Nakayama, eds. *Gender, Health, and History in Modern East Asia* (Hong Kong: Hong Kong University Press, pp. 139-165, 2017).
- "Reinvented Places: Tradition, Family Care, and Psychiatric Institutions in Japan," *Social History of Medicine* pp. 297-323, 2017.
- *Kingdom of the Sick: A History of Leprosy and Japan*, University of Hawaii Press, forthcoming.

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CAI, Fangpei **Year Appointed: 1990**

Tenure Status: N/A

Title and Department(s): Senior Lecturer in Chinese Language, Department of East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A. Chinese Language, Department of East Asian Languages and Civilizations, University of Chicago (1993)

Academic Experience: Faculty Instructor at University of Chicago Center in Beijing; Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Pedagogy Training: Chicago Language Center workshops and ACFFL conferences

Research/Teaching Specializations: Early Philosophical Taoist texts; using new technology to assist in language teaching

Courses Taught: Advanced Modern Chinese; Elementary Modern Chinese

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

Most Recent Publication:

- *A Concordance of the Xiaotun Nandi Oracle-Bone Inscriptions*, with Edward L. Shaughnessy and James F. Shaughnessy, Jr., *Early China Special Monograph Series*, No. 1, Chicago, 1998.

CHAN, Nadine **Year Appointed: 2016**

Tenure Status: Tenure Track

Title and Department(s): Harper-Schmidt Fellow and Collegiate Assistant Professor in the Humanities

Time (%) Dedicated to East Asian Studies: 50%

Education: Ph.D., Cinema and Media Studies, University of Southern California (2015)

Academic Experience: Co-Chair, Society of Fellows, University of Chicago (2017-2018); Member, CEAS Committee on Chinese Studies

Overseas Experience: Singapore

Language(s): Malay = 5, Bahasa Indonesia = 4, Mandarin = 2, French = 1

Research/Teaching Specializations: Global media historiography; media archaeology; studies in global Asia; Asian/Southeast Asian film and media

Courses Taught: Reading Cultures I: Collection; Reading Cultures II: Travel; Reading Cultures III: Exchange

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Award of Distinction, SCMS Dissertation Award (2017)

Recent Publications:

- “Remember the Empire, Filled with Your Cousins”: Poetic Exposition in the Documentaries of the Empire Marketing Board, *Studies in Documentary Film* 7.2, pp. 105-118, 2013.
- Making Ahmad ‘Problem Conscious’: Educational Cinema and the Rural Lecture Caravan in 1930s British Malaya, *Cinema Journal* 55.4, July 2016.
- *Global Asia: A Critical Aesthetics Always in Search of Alternative Globalities*, with Cheryl Naruse, Social Text, forthcoming.
- *Aestheticizing Asian American Assimilation in the Learning Corporation of America’s Many Americans Series (1970-1982)*, with Marsha Gordon and Allyson Field (eds.), *Ethnic Projections: A Reader in Race and Nontheatrical Film*, Durham, N.C.: Duke University Press, forthcoming.

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CHEN, Dola **Year Appointed: 2014**

Tenure Status: N/A

Title and Department(s): Facilities and Technology Manager, University of Chicago Center in Beijing

Time (%) Dedicated to East Asian Studies: 100%

Education: B.A., Renmin University of China

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: N/A

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Brief Job Description:

- Manage the facilities and operations, supervises IT and AV at Center in Beijing
- Manage bookkeeping and accounting, and assist with Center data collection
- Coordinate programs, conferences, and special events

CHEUNG, Anthony **Year Appointed: 2013**

Tenure Status: Tenure Track

Title and Department(s): Assistant Professor, Department of Music

Time (%) Dedicated to East Asian Studies: 50%

Education: Doctor of Musical Arts, Columbia University (2010)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4

Research/Teaching Specializations: Chinese music in modern composition and notational aesthetics; jazz improvisation and transcription; microtonality and alternate tunings; rhythmic polyphony and temporal perception

Courses Taught: Innovation, Tradition, Institution; A Third Way: Ligeti and His Students; Intro to Music: Materials and Design; Undergraduate Composition Seminar

Number of Dissertations/Theses Supervised in Past 5 Years: 9 Ph.D., 4 B.A.

Distinctions:

- American Academy in Rome, Rome Prize (2012-13)
- Appointed the Daniel R. Lewis Young Composer Fellow for the Cleveland Orchestra (2015-17)
- John Simon Guggenheim Memorial Foundation Fellowship (2016)

Recent Publications/Musical Compositions:

- European American Music/Project Schott New York: *Time's Vestigae* (2013), *Toundabouts* (2010), *Centripedalocity* (2008), *Refrain from Riffing* (2008), *Enjamb*, *Infuse*, *Implode* (2006)
- *Ligeti's Magic Horn: Parallel Universes of Tuning and Tradition in the Hamburg Concerto* (2010)
- *Topos*, commissioned by the Cleveland Orchestra, Franz Welser-Möst, Music Director, with the generous support from the Young Composers Endowment Fund established by Jan R. and Daniel R. Lewis (2016-2017)
- *All thorn, but cousin to your rose* for soprano and piano, commissioned by the Tanglewood Music Center (2017)
- *Recombinant* for piano, commissioned by the Open Source Music Festival for pianist Joel Fan (2017)

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CHOI, Kyeong-Hee	Year Appointed: 1998
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Tenure Status: *Tenured*

Title and Department(s): Associate Professor in Modern Korean Literature, East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., English, Indiana University, Bloomington (1996)

Academic Experience: Chair, Committee on Korean Studies, Center for East Asian Studies (2007-2009, 2011-2012, 2014-2017); Chair, Executive Committee, Korean Language and Literature Forum (LLC Korean), Modern Language Association (2018)

Overseas Experience: Japan, Korea

Language(s): Korean = 5, Japanese = 2, German = 1

Research/Teaching Specializations: Modern Korean literature; the relationship between the culture of publication, and the historical experiences of modern Koreans

Courses Taught: Censorship in East Asia: The Case of Colonial Korea; Modern Korean Women's Fiction; Nature in Korean Literature and Visual Culture

Number of Dissertations/Theses Supervised in Past 5 Years: 17 Ph.D., 2 M.A., 3 B.A.

Distinctions:

- Teaching Excellence Award, Deans of Faculties, Indiana University (1997)
- Faculty Fellow Award, The Center for Gender Studies, University of Chicago (2010-2011)

Recent Publications:

- *Beneath the Vermilion Ink: The Making of Modern Korean Literature under Japanese Colonial Censorship*, Ithaca, N.Y.: Cornell University Press, forthcoming.
- *A Genealogy of Colonial Censors in Korea: Journalism, Censorship, and Literature*, forthcoming.

CHOI, Yoonsun	Year Appointed: 2004
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Tenure Status: *Tenured*

Title and Department(s): Associate Professor, University of Chicago School of Social Service Administration

Time (%) Dedicated to East Asian Studies: 10%

Education: Ph.D., Social Welfare, University of Washington, Seattle (2001)

Academic Experience: Vice President, Society for Social Work and Research (2012-2013); Member, CEAS Committee on Korean Studies

Overseas Experience: Korea

Language(s): Korean = 5

Research/Teaching Specializations: Minority youth development; Asian Americans and Asian immigrants, and culturally appropriate measurements

Courses Taught: Statistical Research Methods; Human Behavior in the Social Environment; Immigrant Adolescents and their Families; Social Intervention – Research & Evaluation

Number of Dissertations/Theses Supervised in Past 5 Years: 4 Ph.D., 20 M.A.

Distinctions: Alumni Award for Outstanding Scholar, Ewha University (2014)

Recent Publications:

- *Rising challenges and opportunities of uncertain times for Asian American families*, with H.C. Hahm (Eds.), *Asian American Parenting: Family Process and Intervention*, pp. 1-10, New York, NY: Springer, 2017.
- *Bilinear, Multidimensional Cultural Orientations and Indigenous Family Process among Korean Immigrant Mothers and Fathers*, with Kim, Y.S., Lee, J., Kim, H., Kim, T. & Kim, S. Y., *Asian American Journal of Psychology*, 2018.

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CHONG, Kitty	Year Appointed: 2015
	Tenure Status: N/A

Title and Department(s): Senior Director, University of Chicago Center in Hong Kong
Time (%) Dedicated to East Asian Studies: 100%
Education: M.B.A./M.Sc., Hong Kong University of Science and Technology Business School (2003)
Academic Experience: N/A
Overseas Experience: China
Language(s): Cantonese = 5, Mandarin = 4, English = 5
Research/Teaching Specializations: N/A
Courses Taught: N/A
Number of Dissertations/Theses Supervised in Past 5 Years: N/A
Distinctions: N/A
Recent Publications: N/A

Brief Job Description:

- Oversee the Hong Kong Center operations for university programming activities
- Manage the Center awards and grants for University of Chicago faculty proposals
- Facilitate collaboration between University of Chicago faculty and scholars in the region
- Build relationships with university and institutional partners, government, and NGOs
- Assist in the curriculum development of the Study Abroad Program for Hong Kong
- Support other university departments including Admissions, Alumni Relations, Career Advancement Office and other graduate schools for their activities in Hong Kong
- Support heritage research and heritage advisory committee for the future Heritage Interpretation Center
- Prepare for move to new campus which is due to open during Summer 2018

CHU, Johan	Year Appointed: 2014
	Tenure Status: Tenure Track

Title and Department(s): Assistant Professor of Organizations and Strategy, Booth School of Business
Time (%) Dedicated to East Asian Studies: 5%
Education: Ph.D., Physics, California Institute of Technology (1999); Ph.D., Business Administration, University of Michigan (2014)
Academic Experience: Member, CEAS Committee on Korean Studies
Overseas Experience: Korea
Language(s): Korean = 5
Research/Teaching Specializations: Large-scale change and stasis; how dominant actors change institutions; the changing role of elites in corporate governance and society; new source of competitive advantage in 21st century; executive search firms in East Asia
Courses Taught: Strategy and Structure: Markets and Organizations
Number of Dissertations/Theses Supervised in Past 5 Years: 2 Ph.D., 24 M.B.A.
Distinctions: Asia-Pacific Consumer Practice Leader in Largest Private Executive Search Firm

Recent Publications:

- *Who Killed the Inner Circle? The Decline of the American Corporate Interlock Network*, with David, Gerald F., *American Journal of Sociology*, May 8, 2016.
- *When Board Interlock Fell Apart, So Did Political Moderation in the Boardroom*, *LSE Business Review*, The London School of Economics and Political Science, February 20, 2017.

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CHU, Julie Y.	Year Appointed: 2008
Tenure Status: Tenured	

Title and Department(s): Associate Professor, Anthropology

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Anthropology, New York University (2004)

Academic Experience: Director of Graduate Studies, Department of Anthropology (2016-2017),
 Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, Taiwanese = 3, Fujianese = 3, Fuzhounese = 2

Research/Teaching Specializations: Sociocultural anthropology; mobility and migration; economy and value; ritual life; material culture; media and technology; and state regulatory regimes in China

Courses Taught: The Development of Social and Cultural Theory; Anthropology of Migration and Travel; Ethnographic Films; Regulating Illicit Flows: State, Territoriality, and Law in East Asia

Number of Dissertations/Theses Supervised in Past 5 Years: 8 Ph.D., 4 M.A., 2 B.A.

Distinctions:

- National Science Foundation Research Grant, Programs in Cultural Anthropology and in Law and Social Sciences for “*In and Out of China: Customs Inspection and Shipping Culture at the Port of Fuzhou*” (2009-2012)
- Clifford Geertz Book Prize in the Anthropology of Religion, Society for the Anthropology of Religion for *Cosmologies of Credit* (2012)

Recent Publications:

- *Boxed In: Human Cargo and the Technics of Comfort*, International Journal of Politics, Culture & Society, Vol. 29, 2016.
- *Risk, Fate, Fortune: The Lives and Times of Customs Inspectors in Southern China*, edited by Filippo Osella and Daromir Rudnykyj, Religion and the Morality of Markets, Cambridge UP, 2017.

CONG, Lin William	Year Appointed: 2014
Tenure Status: Tenure Track	

Title and Department(s): Assistant Professor of Finance, Booth School of Business

Time (%) Dedicated to East Asian Studies: 50%

Education: Ph.D., Finance, Graduate School of Business, Stanford University (2009)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5, English = 4, French = 2, Japanese = 2

Research/Teaching Specializations: Dynamic corporate finance and information economics; financial innovation and technology; and China’s economic and financial systems

Courses Taught: Quantamental Investment

Number of Dissertations/Theses Supervised in Past 5 Years: 6 Ph.D., 2 M.S., 1 M.A., 1 M.B.A., 7 B.A.

Distinctions:

- Asian Finance Association Annual Conference Best Paper Award (2017)
- China Financial Research Conference NSFE Best Paper Award (2017)
- Committee of 100 Next Generation Leader (2017)

Recent Publications:

- *Credit Allocation under Economic Stimulus: Evidence from China*, with Haoyu Gao, Jacopo Ponticelli, & Xiaoguang Tang, Review of Financial Studies, January 2017.

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COPP, Paul	Year Appointed: 2006
Tenure Status: Tenured	

Title and Department(s): Associate Professor, East Asian Languages and Civilizations and the College

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., East Asian Religions and Program in East Asian Studies, Princeton University (2005)

Academic Experience: Chair, Committee on Chinese Studies, Center for East Asian Studies (2015-2018); Director of Graduate Studies, East Asian Languages and Civilizations (2015-2017); Member, Faculty Steering Committee, University of Chicago Center in Beijing (2016-2017)

Overseas Experience: China

Language(s): Chinese = 4, Japanese = 3, Tangut = 1, Spanish = 2, French = 3

Research/Teaching Specializations: Intellectual, material, and visual cultures of Chinese religion, ca. 700-1200; paleography and art of Dunhuang and the eastern Silk Roads; Chinese traditions of self-cultivation

Courses Taught: Self Cultivation and the Way in Traditional China; Sources and Methods in the Study of Chinese Buddhism; Major Works of East Asian Buddhism

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 6 M.A.

Distinctions:

- Henry Luce Foundation/American Council of Learned Societies Program in China Studies Fellowship (2014-2015)

Recent Publications:

- *The Body Incantatory: Spells and the Ritual Imagination in Medieval Chinese Buddhism*, Columbia University Press, 2014.

CUMINGS, Bruce	Year Appointed: 1997
Tenure Status: Tenured	

Title and Department(s): Gustavus F. Swift and Ann M. Swift Distinguished Service Professor, Department of History and the College

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Department of Public Law & Government, East Asian Studies, Columbia University (1975)

Academic Experience: Chair, Committee on Korean Studies, Center of East Asian Studies (2012–2014, 2018-present); Chair, History Department, University of Chicago (2007-2014); Co-Organizer with Selig Harrison of Task Force on U.S.-North Korea Policy, sponsored by the Center for East Asian Studies and the Center for International Policy in Washington (2002-2005)

Overseas Experience: Korea

Language(s): Korean = 4, Chinese = 3

Research/Teaching Specializations: Modern Korean history; East Asian political economy; international history

Courses Taught: Asian Wars of the Twentieth Century; Colloquium: Modern Korean History

Number of Dissertations/Theses Supervised in Past 5 Years: 13 Ph.D., 20 M.A., 15 B.A.

Distinctions:

- Japanese version of *Dominion From Sea to Sea* won annual award of the Japan Society of Translators for the best translation of a foreign book into Japanese (2014)
- Jeju 4.3 Peace Prize, for scholarship on the Jeju Rebellion (2017)

Recent Publications:

- *A Murderous History of Korea*, London Review of Books, Vol. 39, No. 10, 2017.
- *This Is What's Really Behind North Korea's Nuclear Provocations*, The Nation, March 2017.

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DEWOSKIN, Rachel	Year Appointed: 2014
	Tenure Status: N/A

Title and Department(s): Lecturer in Fiction, Department of Creative Writing

Time (%) Dedicated to East Asian Studies: 25%

Education: M.A., Poetry, Boston University (2000)

Academic Experience: Search Committee, Fiction Lecturer (2016–2017); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4

Research/Teaching Specializations: Fiction and creative non-fiction; Jewish refugee community in Shanghai during WWII

Courses Taught: Technical Seminar in Fiction: Characterization

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Book of the Year Award, *Foreward Magazine* (2009)
- American Library Association's 2012 Alex Award, *Big Girl Small* (2012)

Recent Publications:

- *Blind*, Penguin Group, 2014.
- *Second Circus*, Penguin, about WWII Jewish refugees in Shanghai, forthcoming.

EYFERTH, Jacob	Year Appointed: 2008
	Tenure Status: Tenured

Title and Department(s): Associate Professor of Modern Chinese History, Department of East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Chinese Studies, Leiden University (2000)

Academic Experience: Department Chair, Department of East Asian Languages and Civilizations (2016-2019); Director of Graduate Studies, Department of East Asian Languages and Civilizations (2008-2009, 2011-2015); Member, CEAS Executive Committee (2016-2019)

Overseas Experience: China

Language(s): Chinese = 4, German = 5, Italian = 4, Dutch = 4, French = 3

Research/Teaching Specializations: Social history of 20th century China; work, technology, and gender

Courses Taught: Conflict and Resistance in Contemporary China; Everyday Life Under Socialism; Concepts of Property in 20th Century China; Reading Archival Documents from the P.R.C.

Number of Dissertations/Theses Supervised in Past 5 Years: 15 Ph.D., 10 M.A., 10 B.A.

Distinctions:

- Joseph Levenson Book Prize for the best book published in 2009 on post-1900 China, for *Eating Rice from Bamboo Roots* (2011)
- Neubauer Collegium Seed Grant, Text and Labor in Asian Handwork (2015-2016)

Recent Publications:

- *Moins pour plus: surtravail des femmes rurales et sous-consommation dans la Chine de Mao (Less for More: Rural Women's Overwork and Underconsumption in Mao's China)*, *Clio: Femme Genre Histoire*, 1 (No. 41), pp. 65-88, 2015.
- Book Review: *The Peasant in Postsocialist China: History, Politics, and Capitalism*, by Alexander Day. *Journal of Asian Studies*, vol 75, no. 1, pp. 219-22, February 2016.

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FARQUHAR, JUDITH **Year Appointed: 2004**

Tenure Status: *Emeritus*

Title and Department(s): Max Palevsky Professor Emerita, Department of Anthropology & The College

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Department of Anthropology, University of Chicago (1986)

Academic Experience: Faculty Director, University of Chicago Center in Beijing (2016-present), Chair, Department of Anthropology, University of Chicago (2009-2012)

Overseas Experience: China

Language(s): Chinese = 4

Research/Teaching Specializations: Traditional medicine; popular culture and everyday life in contemporary China

Courses Taught: Anthropology of Biomedicine; Self, Culture and Society; Medicine in 20th Century China; Contemporary Chinese Society

Number of Dissertations/Theses Supervised in Past 5 Years: 20 Ph.D., 8 M.A., 5 B.A.

Distinctions:

- American Council of Learned Societies, Collaborative Research Grant for Healing and Heritage: Ethnomedicines in China, with Lili Lai (2012)

Recent Publications:

- *Knowledge/Value: Information, Archives, Databases*, co-edited with Kaushik Sunder Rajan, Special Issue of East Asian Science and Technology Studies (EASTS) Vol. 8., 2014.
- *Sketching the Dao: Chinese Medicine in Modern Cartoons*, Imagining Chinese Medicine, Vol. 18, 2018.

FISCH, Michael **Year Appointed: 2010**

Tenure Status: *Tenure Track*

Title and Department(s): Assistant Professor, Department of Anthropology

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Department of Anthropology, Columbia University (2009)

Academic Experience: Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan

Language(s): Japanese = 4, Hebrew = 4

Research/Teaching Specializations: Changing conceptualizations of nature, culture, and technological innovation that inform experiences of immersive technological mediation in Japan and East Asia

Courses Taught: Modes of Inquiry: Ethnographic Innovations; Power, Identity, Resistance; Science, Technology and Media via Japan

Number of Dissertations/Theses Supervised in Past 5 Years: 16 Ph.D., 8 M.A., 10 B.A.

Distinctions:

- Japan Society for the Promotion of Science (JSPS) Long-Term Invitation Fellowship for Research in Japan (2016-2017)

Recent Publications:

- *Remediating Infrastructure: Tokyo's Commuter Train Network and the New Autonomy*, edited by Penny Harvey, Casper B Jensen and Atsuro Morita, Infrastructure and Social Complexity: A Routledge Companion, London: Routledge, 2016.
- *The Nature of Biomimicry: Toward a Novel Technological Culture*, Science, Technology, & Human Values, pp. 1-27, 2017.

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FOX, ARIEL **Year Appointed: 2015**

Tenure Status: *Tenure Track*

Title and Department(s): Assistant Professor, Department of East Asian Languages and Civilizations and the Committee on Theater and Performance Studies

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., East Asian Languages and Civilizations, Harvard University (2015)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, Japanese = 3, French = 2

Research/Teaching Specializations: Intersection of literary and economic imaginaries in late imperial China

Courses Taught: The Merchant in Chinese Literature, History, and Thought; Beginning the Chinese Novel; Traditional EA Literature in Translation: Crime & Punishment; Dream of the Red Chamber and Late Imperial China; Human Being and Citizen

Number of Dissertations/Theses Supervised in Past 5 Years: 1 Ph.D., 1 M.A., 1 B.A.

Distinctions:

- Academia Sinica Postdoctoral Fellowship (2014-2015)

Recent Publications:

- *Precious Bodies: Money Transformation Stories from Medieval to Late Imperial China*, Harvard Journal of Asiatic Studies, vol. 76, no.1: pp. 43-85, 2016.

FOXWELL, Chelsea **Year Appointed: 2009**

Tenure Status: *Tenured*

Title and Department(s): Associate Professor of Art History, East Asian Languages and Civilizations, and the College

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Art History & Archaeology, Columbia University (2008)

Academic Experience: Director of Undergraduate Studies, Department of Art History (2016-2017); Arts Core Coordinator, Humanities Collegiate Division (2016-2017); Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan

Language(s): Japanese = 4

Research/Teaching Specializations: Japan's artistic interactions with the rest of East Asia and beyond; *nihonga* and yoga; "export art" and the world's fair; practices of image circulation and exhibition.

Courses Taught: Japanese Handscroll Paintings; Art, Power, & Patronage in Naoshima; Modern Japanese Art and Architecture

Number of Dissertations/Theses Supervised in Past 5 Years: 11 Ph.D., 7 M.A., 9 B.A.

Distinctions:

- Meiss/Mellon Author's Book Award, awarded to support image reproductions in *Making Modern Japanese-Style Painting* (2013)
- Fulbright Research Fellowship, awarded for sabbatical research in residence at the University of Tokyo (2017-2018)

Recent Publications:

- *Making Modern Japanese – Style Painting: Kano Hōgai and the Search for Images*, Chicago: University of Chicago Press, 2015.
- *The Other Side: Osaka Prints from the Brooks McCormick Jr. Collection*, with Hans Bjarne Thomsen, Chicago: Smart Museum of Art, forthcoming.

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Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

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GINSBURG, Thomas	Year Appointed: 2008
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Tenure Status: *Tenured*

Title and Department(s): Leo Spitz Professor of International Law and Professor of Political Science, University of Chicago Law School

Time (%) Dedicated to East Asian Studies: 50%

Education: J.D., University of California at Berkeley

Academic Experience: Deputy Dean of The University of Chicago Law School (2014-2016); Advisory Board, KoGuan Law School, Shanghai Jiaotong University; Editorial Board, Asian Journal of Law and Society; Affiliated Faculty Member, Center for East Asian Studies

Overseas Experience: Japan, Korea

Language(s): Chinese = 1, Japanese = 2

Research/Teaching Specializations: Comparative and international law from an interdisciplinary perspective, including East Asia

Courses Taught: Comparative Legal Institutions; Law and Economic Development; World Bank Practicum;

Number of Dissertations/Theses Supervised in Past 5 Years: 35 J.D., 16 Ph.D., 8 M.A., 8 B.A.

Distinctions:

- Best Book Award, American Political Science Association Section on Comparative Democratization (2010)
- Best Dataset Award, American Political Science Association Section on Comparative Democratization (2013)

Recent Publications:

- *Comparative Constitutional Law in Asia*, with Rosalind Dixon, Edward Elgar Publishing, 2013
- *The Economics of Judicial Reputation*, with Nuno Garoupa, University of Chicago Press, 2015.
- *Setting an Agenda for the Socio-Legal Study of Contemporary Buddhism*, Asian Journal of Law and Society, 3:1-16, 2016.

GOLDIN-MEADOW, Susan	Year Appointed: 1981
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Tenure Status: *Tenured*

Title and Department(s): Bearsdley Ruml Distinguished Service Professor, Department of Psychology

Time (%) Dedicated to East Asian Studies: 25%

Education: Ph.D., Psychology, University of Pennsylvania

Academic Experience: Affiliated Faculty Member, Center for East Asian Studies

Overseas Experience: China

Language(s): N/A

Research/Teaching Specializations: Language development and creation; gesture's role in communicating, thinking, and learning

Courses Taught: Language Development, Communicative Uses of Nonverbal Behavior

Number of Dissertations/Theses Supervised in Past 5 Years: 24 Ph.D., 10 M.A., 15 B.A.

Distinctions:

- Elected Member, The American Academy of Arts and Sciences (2005)

Recent Publications:

- *There is More to Gesture Than Meets the Eye: Visual Attention to Gesture's Referents Cannot Accounts for Its Facilitative Effects During Math Instruction*, Proceedings of the 38th Annual Meeting of the Cognitive Science Society, pp. 2141-2146, 2016.
- *When Gesture Becomes Analogy*, with Kensy Cooperrider, Topics in Cognitive Science, Vol. 9, No 3., 2017

C-22

Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

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GREEN, Adam	Year Appointed: 2007
Tenure Status: Tenured	

Title and Department(s): Associate Professor of American History and College

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D., History, Yale University

Academic Experience: Faculty Advisory Board Member, University of Chicago Center in Hong Kong; Master of the Social Science Collegiate Division

Overseas Experience: China

Language(s): N/A

Research/Teaching Specializations: Modern US history; African American history; urban history; comparative racial politics; cultural economy

Courses Taught: Twentieth-Century US History; Crime and Politics in Charm City: A Portrait of the Urban Drug War

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 15 M.A., 20 B.A.

Distinctions:

- Llewellyn John and Harriet Manchester Quantrell Awards for Excellence in Undergraduate Teaching (2011)

Most Recent Publications:

- Co-editor Charles Payne. *Time Longer than Rope: Studies in African American Activism, 1850–1950*, New York: New York University Press, 2003.
- *Selling the Race: Culture and Community in Black Chicago, 1940–1955*, Chicago: University of Chicago Press, 2007.

GULOTTY, Robert	Year Appointed: 2015
Tenure Status: Tenure Track	

Title and Department(s): Assistant Professor, Department of Political Science

Time (%) Dedicated to East Asian Studies: 10%

Education: Ph.D., Political Science, Stanford University (2014)

Academic Experience: Sponsor of University of Chicago Program on International Politics, Economics and Security

Overseas Experience: N/A

Language(s): N/A

Research/Teaching Specializations: Chinese manufacturing and customs data; politics of global supply chains; the origins of the international trade regime and the effects of domestic institutions on foreign economic policy making

Courses Taught: International Political Economy; Global Supply Chains and the Future of Global Governance

Number of Dissertations/Theses Supervised in Past 5 Years: Ph.D. 4, M.A. 8, B.A. 15

Distinctions:

- Ric Weiland Graduate Fellowship, Stanford University (2012-2014)
- Postdoctoral Fellowship, SCID and Political Science at Stanford University (2014-2015)

Recent Publications:

- *The Limits of International Reform in the United States and the Global Trade Regime*, with Judith Goldstein, Edited by O. Fioretos, T.G. Falleti, and A. Sheingate for The Oxford Handbook of Historical Institutionalism, 2016.
- *The Regulatory Protection and Concentration of Trade: Evidence from Chinese Customs Data*, with Xiaojun Li, Wei Lin and Lizhi Liu, 2017.

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GUNNING, Tom	Year Appointed: 1996
	Tenure Status: Tenured

Title and Department(s): Edwin A. and Betty L. Bergman Distinguished Service Professor, Department of Art History, Department of Cinema and Media Studies and the College

Time (%) Dedicated to East Asian Studies: 10%

Education: Ph.D., Cinema Studies, New York University (1986)

Academic Experience: Chair, Nominating Committee, Society for Cinema Studies (2005-present); Chair, Honorary Membership Committee (2001-2003), Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan

Language(s): N/A

Research/Teaching Specializations: International early and silent cinema; Japanese cinema

Courses Taught: History of International Cinema

Number of Dissertations/Theses Supervised in Past 5 Years: Ph.D. 15, M.A. 13, B.A. 10

Distinctions:

- Mellon Distinguished Service Award (2009-2011)
- Elected Member, The American Academy of Arts and Sciences (2010)

Recent Publications:

- *The Fantasia of Color in Early Cinema*, with Giovanna Fossati, Jonathan Rosen and Josh Yumibe, Amsterdam: University of Amsterdam Press, 2015.

HARPER, Donald	Year Appointed: 1999
	Tenure Status: Tenured

Title and Department(s): Centennial Professor in Chinese Studies, Department of East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Classical Chinese, Department of Oriental Languages, University of California at Berkeley (1982)

Academic Experience: Director, Center for East Asian Studies (2010-2017), former Chair, Department of East Asian Languages and Civilizations (2001-2004, 2009-2010)

Overseas Experience: China

Language(s): English = 5, Chinese = 4, French = 3, German = 2

Research/Teaching Specializations: Early Chinese civilization, focusing on philosophy, religion, and history of science

Courses Taught: The Science of the Body in Traditional China; Readings in Literary Chinese; Dunhuang Manuscripts; Chinese Divination; Daoist Traditions in China Early Chinese Texts

Number of Dissertations/Theses Supervised in Past 5 Years: 15 Ph.D., 8 M.A., 6 B.A.

Distinctions:

- John Simon Guggenheim Memorial Foundation fellowship (2008)
- Wuhan University grant for visiting scholars, in residence at Wuhan University (2015)

Recent Publications:

- *Books of Fate and Popular Culture in Early China: The Daybook Manuscripts of the Warring States, Qin and Han*, co-edited with Marc Kalinowski, Leiden: Brill, 2017.
- *Science in Ancient China*, The Oxford Illustrated History of Science, ed. Iwan Rhys Morus, Oxford: Oxford University Press, pp. 45-71, 2017.
- *The Zhoujia tai Occult Manuscripts*, Bamboo and Silk, pp. 53-70, 2017.

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HE, Zhiguo	Year Appointed: 2012
	Tenure Status: Tenured

Title and Department(s): Professor of Finance, Booth School of Business

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D. in Finance, Kellogg School of Management, Northwestern University (2008)

Academic Experience: Faculty Steering Committee, University of Chicago Center in Beijing

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Implications of agency frictions and debt maturities in financial markets and macroeconomics, with a special focus on contract theory and banking

Courses Taught: Chinese Economy and Financial Markets; Theory of Financial Decisions

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- The Thousand Talents Plan, China (2017)

Recent Publications:

- *A Model of Safe Asset Determination*, with Arvind Krishnamurthy and Konstantin Milbradt, forthcoming, American Economic Review, 2018.
- *Blockchain Disruption and Smart Contract*, with Will Cong, In-principle Acceptance of Review of Financial Studies FinTech Registered Report, 2018.

HECKMAN, James	Year Appointed: 1995
	Tenure Status: Tenured

Title and Department(s): Henry Schultz Distinguished Service Professor, Department of Economics

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D., Economic, Princeton University, 1971

Academic Experience: Faculty Steering Committee, University of Chicago Center in Beijing; Director, Center for the Economics of Human Development

Overseas Experience: China

Language(s): N/A

Research/Teaching Specializations: Inequality, social mobility and economic opportunity; labor economics; lifecycle dynamics of skill formation; developmental origins of health

Courses Taught: Inequality: Theory, Methods and Evidence; Econometrics; Family Economics

Number of Dissertations/Theses Supervised in Past 5 Years: 22 Ph.D., 14 M.A., 15 B.A.

Distinctions:

- Bank of Sweden Prize in Economic Sciences in Honor of the Memory of Alfred Nobel (2000)
- Honorary Professor, Beijing Normal University, China (2010)
- Honorary Professor, Renmin University, China (2010)
- Honorary Professor, Jinan University, Guangzhou, China (2014)
- Doctor of Social Sciences Honoris Causa, Lingnan University, Hong Kong, China (2015)

Recent Publications:

- *Inequality in Human Capital and Endogenous Credit Constraints*, with R. Hai. Review of Economic Dynamics, 25 (Special Issue on Human Capital and Inequality): 4–36., 2017.
- *Evaluation of the Reggio Approach to Early Education*, with P. Biroli, D. Del Boca, L. P. Heckman, Y. K. Koh, S. Kuperman, S. Moktan, C. Pronzato, and A. Ziff. Research in Economics, 72(1): 1-32, 2018.

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HCO, Angie	Year Appointed: 2015
Tenure Status: Tenure Track	

Title and Department(s): Assistant Professor, Anthropology & Sociology of Religion, Divinity School and the College

Time (%) Dedicated to East Asian Studies: 50%

Education: Ph.D., Department of Anthropology, University of California, Berkeley (2008)

Academic Experience: Member, CEAS Committee on Korean Studies

Overseas Experience: Korea

Language(s): Arabic = 4, Korean = 3, Spanish = 3, French = 3

Research/Teaching Specializations: Critical study of global Christianity; everyday religious practices with colonial and national institutions of rule; political economies of development and globalization; Protestantism and Cold War capitalism in the Korean peninsula

Courses Taught: Theories and Methods in the Study of Religion, Gender and Sexuality in the Study of Religion; Transnational Religious Movements

Number of Dissertations/Theses Supervised in Past 5 Years: Ph.D. 2, M.Div. 8, B.A. 8

Distinctions:

- Korean Foundation Field Research Fellowship (2018)
- Chicago Center in Hong Kong Workshop Grant (2018)

Recent Publications:

- *Faces of Authoritarian Mystification*, Matter of Contention, Special Issue for Material Religion 10(4), 2014.
- *Relic Technics and the Extensible Memory of Coptic Orthodoxy*. Material Religion, 11(1), 2015.

HEVIA, James	Year Appointed: 2004
Tenure Status: Tenured	

Title and Department(s): Professor of International History, Department of History & The College

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Chinese History, University of Chicago (1986)

Academic Experience: Director, International Studies Program (2004-present); former Chair, Committee on Chinese Studies, Center for East Asian Studies (2006-2015)

Overseas Experience: China

Language(s): English = 5, Chinese = 4

Research/Teaching Specializations: Modern China; British Empire; imperialism and colonialism; global studies

Courses Taught: Colonizations; Global Studies

Number of Dissertations/Theses Supervised in Past 5 Years: 12 Ph.D., 1 M.A., 10 B.A.

Distinctions:

- The Joseph R. Levenson Book Prize for Pre-Modern Chinese Studies, awarded by the China and Inner Asian Council of the Association for Asian Studies, for *Cherishing Men from Afar* (1997)

Recent Publications:

- *Tribute, Asymmetry, and Imperial Formations: Rethinking Relations of Power in East Asia*, Journal of American-East Asian Relations, vol. 16, no. 1, pp. 69-83, 2009.
- *The Imperial Security State: British Colonial Knowledge and Empire-building in Asia*. Cambridge: Cambridge University Press, 2012.
- *Animal Labor and Colonial Warfare*, Chicago: University of Chicago Press, 2018.

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HIBINO, Kiku	Year Appointed: 2004
Tenure Status: N/A	

Title and Department(s): Japanese Bibliographic Assistant, The University of Chicago Library

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A., Media Art and Technology, UC Santa Barbara

Academic Experience: N/A

Overseas Experience: Japan

Language(s): Japanese = 5

Research/Teaching Specializations: Media Art and Technology

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Brief Job Description:

- Perform duties related to the technical processing of Japanese materials including pre-ordering, duplicate checking for purchase and gift titles, placing orders, inputting gift records, receiving and accession of all Japanese acquisitions in all formats
- Perform assigned tasks for Japanese cataloging outsourcing projects; answer routine reference inquiries during the absence of the Japanese Studies Librarian

HOPKINS, Dwight	Year Appointed: 1996
Tenure Status: Tenured	

Title and Department(s): Alexander Campbell Professor of Theology, Divinity School and in the College

Time (%) Dedicated to East Asian Studies: 25%

Education: Ph.D. Union Theological Seminary, New York; Ph.D., University of Cape Town, South Africa

Academic Experience: Chair, University of Chicago Divinity School Diversity Committee (2014-2017); Affiliated Faculty Member, Center for East Asian Studies

Overseas Experience: China

Language(s): Chinese = 2

Research/Teaching Specializations: Areas of contemporary models of theology; various forms of liberation theologies (especially black and other third-world manifestations); and East-West cross-cultural comparisons

Courses Taught: Contemporary Models of Theology; Theologies for the Underside of History

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 6 M.A., 4 M.Div.

Distinctions:

- Principal, "Human Culture, Transcendent Meaning: Conversations Between USA and China" grant from the Marty Martin Center of the University of Chicago Divinity School: in dialogue with Renmin University (Beijing)
- Principal, Institute of International Education Grant

Recent Publications:

- *Black Theology – Essays on Global Perspectives*, Eugene, OR: Cascade Books, 2017.
- *Looking Back, Moving Forward: Wisdom from the Sankofa Institute for African American Pastoral Leadership*, Valley Forge, PA: Judson Press, editor, 2018.

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HSEE, Christopher	Year Appointed: 1993
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Tenure Status: *Tenured*

Title and Department(s): Theodore O. Yntema Professor of Behavioral Science and Marketing, Booth School of Business

Time (%) Dedicated to East Asian Studies: 50%

Education: Ph.D., Psychology, Yale University (1993)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Marketing and consumer behavior; happiness; judgment and decision making; behavioral economics; cultural psychology, and applications of psychological principles to policy making

Courses Taught: Managerial Decision Making

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 26 M.B.A.

Distinctions:

- Society for Consumer Psychology (SCP) Distinguished Scientist Award
- Association of Consumer Research (ACR) Nicosia Best Competitive Paper Award

Recent Publications:

- *The mere urgency effect*, with Zhu, M. and Yang, Y., Journal of Consumer Research, 2018.
- *Hedonomics: On subtle yet significant determinants of happiness*, with Tu, Y., e-Handbook of Well-Being. Noba Scholar encyclopedia series: Subjective well-being. Salt Lake City, UT: DEF publishers, 2018.

HSIEH, Chang-Tai	Year Appointed: 2012
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Tenure Status: *Tenured*

Title and Department(s): Phyllis and Irwin Winkelried Professor of Economics, Booth School of Business

Time (%) Dedicated to East Asian Studies: 50%

Education: Ph.D., Economics, University of California, Berkeley (1998)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Economic growth and development

Courses Taught: The Wealth of Nations

Number of Dissertations/Theses Supervised in Past 5 Years: 6 Ph.D., 25 M.B.A.

Distinctions:

- Sun Yefang Prize, Chinese Academy of Social Science (2009)
- Academician, Academia Sinica (2012)

Recent Publications:

- *The Life-Cycle of Manufacturing Plants in India and Mexico*, with Peter Klenow, Quarterly Journal of Economics, 2014.
- *Grasp the Large, Let Go of the Small: The Transformation of the State Sector in China*, with Zheng Michael Song, Brookings Papers in Economic Activity, 2015.
- *A Global View of Productivity Growth in China*, with Ralph Ossa, Journal of International Economics, 2016.
- *The Long Shadow of China's Fiscal Stimulus*, with Zheng Michael Song and Chong-En , Brookings Papers in Economic Activity, 2016.

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HUANG, Pinhsuan **Year Appointed: 2017**

Tenure Status: N/A

Title and Department(s): Program and Outreach Coordinator, Center in Beijing, The University of Chicago

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A. Program in the Social Science, the University of Chicago

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 5,

Research/Teaching Specializations: N/A

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Brief Job Description:

- Oversee communications and manage alumni relations at Center in Beijing
- Organize special events and coordinate student programs

IOVENE, Paola **Year Appointed: 2007**

Tenure Status: Tenured

Title and Department(s): Associate Professor in Modern Chinese Literature, Department of East Asia Languages and Civilizations and Humanities Collegiate Division

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., East Asian Literature, Cornell University, Ithaca, NY (2007)

Academic Experience: MAPH Faculty Advisory Board (2016-2019); College Council Member, Faculty Steering Committee at University of Chicago Center in Beijing (2016-2019); Director of Undergraduate Studies, Department of East Asian Languages and Civilizations (2015-2016); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Italian = 5, Chinese = 4, German = 3, French = 2, Japanese = 1

Research/Teaching Specializations: Twentieth and twenty-first century Chinese literature and film; concepts of realism, modernism, and avant-garde; Chinese opera film; literary history; media studies

Courses Taught: Chinese Avant-Garde Fiction in Context; Chinese Independent Documentary Film

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 6 M.A., 4 B.A.

Distinctions:

- Curricular Innovation and Renewal in the Arts Grant, UChicago Arts (2007)
- AAUW Postdoctoral American Fellowship (2012-2013)
- Franke Institute Grant for screenings and workshop “Under the Ground: Coal, Water and Labor in Environmental Documentaries from China and Taiwan” (2016)

Recent Publications:

- *Tales of Futures Past: Anticipation and the Ends of Literature in Contemporary China*, Stanford University Press, 2014.
- *A Madwoman in the Art Gallery? Gender, Mediation, and the Merging of Art and Life in Post-1989 Chinese Independent Film*, *Journal of Chinese Cinemas* vol. 8, no. 3, pp. 173–187, 2014.
- *我的归程: 格非《望春风》初探 (My Return: Preliminary Impressions on Ge Fei's Wang Chunfeng)*, Qinghua University, Beijing, 2017.
- *Collective Reportage in 1930s China*, *Fact and Fiction: Creation, Forms, Boundaries*, Neubauer Collegium for Culture and Society, University of Chicago, 2017.

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ITO, Koichiro

Year Appointed: 2015

Tenure Status: *Tenure Track*

Title and Department(s): Assistant Professor, Harris School of Public Policy

Time (%) Dedicated to East Asian Studies: 25%

Education: Ph.D., Agricultural and Resource Economics, University of California, Berkeley (2011)

Academic Experience: N/A

Overseas Experience: Japan

Language(s): English = 5, Chinese = 4, French = 3, German = 2

Research/Teaching Specializations: Electricity markets in California, Spain and Japan; fuel-economy standards in US and Japan; and the air pollution in China

Courses Taught: Energy and Environmental Economics III, Applied Economics II, Program Evaluation

Number of Dissertations/Theses Supervised in Past 5 Years: M.A. 10

Distinctions:

- *American Economic Review* Excellence in Refereeing Award (2013)
- Best Lecture Award, Boston Japanese Researchers Forum (2015)

Recent Publications:

- *Sequential Markets, Market Power and Arbitrage*, with Mar Reguant, *American Economic Review*, 106(7): 1921-57, 2016.
- *The Power of Data Analysis: How to Approach Causality (in Japanese)*, Kobunsha Shinsho, 2017.
- *The Economics of Smart Grid (in Japanese)*, with Takanori Ida and Makoto Tanaka, Yuhikaku, 2017.
- *Moral Suasion and Economic Incentives: Field Experimental Evidence from Energy Demand*, with T. Ida and M. Tanaka, *American Economic Journal: Economic Policy*, vol. 10, no. 1, 2018.

KANG, Woowon

Year Appointed: 2000

Tenure Status: *Tenured*

Title and Department(s): Professor, Department of Physics

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D., Physics, Princeton University (1992)

Academic Experience: Member, CEAS Committee on Korean Studies

Overseas Experience: Korea

Language(s): Korean = 5

Research/Teaching Specializations: Fractional quantum Hall effect connected to topological quantum Computation; Fluid and Plasma Physics

Courses Taught: Experimental Physics; Honors Waves, Optics, & Heat

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Awards Committee for Association Korean Physics in America (2003)
- Fellow, John Simon Guggenheim Memorial Foundation (2005)

Most Recent Publications:

- *Spin blockade in the conduction of colloidal CdSe nanocrystal films*, with Guyot-Sionnest P, Yu D, Jiang PH, Kang W., *The Journal of Chemical Physics*. 127: 014702, 2007.
- *Zero-bias anomalies in narrow tunnel junctions in the quantum Hall regime*, with Jiang P, Chien CC, Yang I, Kang W, Baldwin KW, Pfeiffer LN, West KW, *Physical Review Letters*. 105: 246801, 2010.

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KAPSTEIN, Matthew	Year Appointed: 1996
	Tenure Status: Tenured

Title and Department(s): Numata Visiting Professor, The Divinity School

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Philosophy, Brown University (1987)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: France

Language(s): Tibetan = 4, French = 4, Sanskrit = 3, Hindi = 3, Nepali = 3, Chinese = 3,
Pali = 2, German = 2, Italian = 2, Spanish = 2

Research/Teaching Specializations: Buddhist traditions of Tibet; Indian philosophy

Courses Taught: Jainism: An Indian Religion and its Contributions to Philosophy; Readings in Tibetan Buddhist Texts

Number of Dissertations/Theses Supervised in Past 5 Years: 6 Ph.D.

Distinctions:

- NEH Fellowship Award: "Visions, Dreams and Apocrypha in a Tibetan Buddhist Tradition." (2006)
- Luce Foundation Award. "Towards a Manual of Tibetan Manuscript Studies." (2014-2016)

Recent Publications:

- Book Review: *The Foundation for Yoga Practitioners: The Buddhist Yogācārabhūmi Treatise and Its Adaptation in India, East Asia, and Tibet*, edited by Ulrich Timme Kragh, Indo-Iranian Journal, Vol. 60, No. 3, pp. 292-301, 2017.
- *Tibetan Buddhist Afterlife Beliefs and Funerary Practices*, edited by Christopher M. Moreman, The Routledge Companion to Death and Dying, London: Routledge, 2017.

KASHYAP, Anil	Year Appointed: 1991
	Tenure Status: Tenured

Title and Department(s): Edward Eagle Brown Professor of Economics and Finance, Booth School of Business

Time (%) Dedicated to East Asian Studies: 50%

Education: Ph.D., Economics, Massachusetts Institute of Technology (1986)

Academic Experience: Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan

Language(s): N/A

Research/Teaching Specializations: Financial intermediation and regulation; the Japanese economy; price setting, and monetary policy

Courses Taught: The Analytics of Financial Crises; Understanding Central Banks

Number of Dissertations/Theses Supervised in Past 5 Years: 16 Ph.D., 21 M.B.A.

Distinctions:

- Advisory Council member, Japan External Trade Organization, Project on "Accessing to the 12 national Central Banks of the Eurosystem Monetary Transmission Network (1999-2003)
- Senior Houblon Norman George Fellowship, Bank of England (2016)

Recent Publications:

- *Will the U.S. and Europe Avoid a Lost Decade? Lessons from Japan's Post Crisis Experience* with Takeo Hoshi. IMF Economic Review, v. 63(1), pp. 110-163, 2015.
- *Optimal Bank Regulation In the Presence of Credit and Run Risk* with Dimitrios Tsomocos and Alexandros Cardoulakis, 2017.

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KATAGIRI, Yoko **Year Appointed: 2006**

Tenure Status: *N/A*

Title and Department(s): Lecturer in Japanese Language, East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A. in Japanese Pedagogy, San Francisco State University (2000)

Academic Experience: Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan

Language(s): Japanese = 5

Research/Teaching Specializations: Japanese Language

Courses Taught: First Year of Japanese, Second Year of Japanese, Directed Readings

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Pedagogy Training: Certificate of Teaching Japanese as a Foreign Language (1993), Japanese Language Teaching Competency Test authorized by the Japanese Minister of Education (1995)

Distinctions:

- Departmental Distinguished Achievement Award, SFSU (2000)
- Awarded Toshiko Mishima Memorial Scholarship from Japanese Program at SFSU (2000)

Recent Publications: N/A

KENT, Stacie **Year Appointed: 2015**

Tenure Status: *Tenure Track*

Title and Department(s): Collegiate Assistant Professor, Social Sciences Division

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D. in History, The University of Chicago (2015)

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 4

Research/Teaching Specializations: Relationship between Euro-American colonialism and globalizing capitalism in the Late Qing Empire; governance in the framework of international law and global capitalist commerce

Courses Taught: Self, Culture, and Society; Colonizations (19th-20th century, Asia); Contemporary Global Issues

Number of Dissertations/Theses Supervised in Past 5 Years: B.A. 6

Distinctions:

- Collegiate Fellow, Society of Fellows in the Liberal Arts, University of Chicago (2015)

Recent Publications:

- *Problems of Circulation in the Treaty Ports* in *Treaty Ports in Modern China: Land, Law, and Power*, eds. Robert Bickers and Isabella Jackson, London: Routledge, 2016.

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KETELAAR, JAMES	Year Appointed: 1996
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Tenure Status: *Tenured*

Title and Department(s): Professor, Department of East Asian Languages and Civilizations,
Department of History

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Department of Far Eastern Languages and Civilizations, University of Chicago
(1987)

Academic Experience: Chair of the Executive Committee and the Governing Board, Inter-University
Center for Japanese Studies, Yokohama, Japan (2009-2015); Executive Committee Member, Kyoto
Consortium for Japanese Studies, Kyoto, Japan (2004-2010); Director, Center for East Asian Studies
(1998-2006)

Overseas Experience: Japan

Language(s): Japanese = 4

Research/Teaching Specializations: Religious and intellectual history of Japan during the
Tokugawa and Meiji periods

Courses Taught: Japanese History; History of Japanese Philosophy; Objects of Japanese History

Number of Dissertations/Theses Supervised in Past 5 Years: 17 Ph.D., 4 M.A., 5 B.A.

Distinctions:

- Of Heretics and Martyrs in Meiji Japan: Buddhism and its Persecution finalist for the American
Historical Association (Pacific Coast Branch) Book Award (1993)

Recent Publications:

- *Values, Identity and Equality in 18th – and 19th – Century Japan*, co-edited with Peter Nosco and
Kojima Yasunori; Brill, 2015. Wrote introductory chapter with Peter Nosco and a separate
chapter titled “Searching for Erotic Emotionality in Tokugawa Japan.”
- *Edo no naka no Nihon, Nihon no naka no Edo: Kachinkan, Aidenteitei, Byoudou no shiten kara*
[Edo’s Japan, Japan’s Edo: From the Perspectives of Values, Identity and Equality] co-edited
with Peter Nosco and Kojima Yasunori; Kashima, 2016. Wrote new introductory chapter (for the
Japanese reader).

KIM, Hyerye	Year Appointed: 2008
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Tenure Status: *N/A*

Title and Department(s): Korean Bibliographic Assistant, The University of Chicago Library

Time (%) Dedicated to East Asian Studies: 100%

Education: B.A. Korean Language Education, Seoul National University

Academic Experience: N/A

Overseas Experience: Korea

Language(s): Korean = 5

Research/Teaching Specializations: N/A

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Brief Job Description:

- Perform duties related to the technical processing of Korean materials including pre-order
duplicate check for purchase and gift and exchange title, place orders, check invoices for
payments and copy cataloging in OCLC and in the local integrated library system
- Provide training to and oversees student staff working on Korean materials

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Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

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KIM, JIEUN	Year Appointed: 2010
Tenure Status: N/A	

Title and Department(s): Lecturer, Department of East Asian Languages and Civilizations
Time (%) Dedicated to East Asian Studies: 100%
Education: Ph.D., Korean Linguistics, University of California, Los Angeles (2010)
Academic Experience: Director of Korean Language Program, Department of East Asian Languages and Civilization; Member, CEAS Committee on Korean Studies
Overseas Experience: Korea
Language(s): Korean = 5, Japanese = 2, Chinese = 2
Research/Teaching Specializations: Korean Language
Courses Taught: Intermediate Korean, Advanced Korean
Number of Dissertations/Theses Supervised in Past 5 Years: N/A
Pedagogy Training: Korean Language Evaluator, American Council on the Teaching of Foreign Languages Oral Proficiency Assessment workshop onsite coordinator
Distinctions: N/A
Most Recent Publications:

- *Word Association Patterns of Korean Native Speakers vs. Korean Learners*, with Mark Kim, edited by Andrew S. Byon and Danielle O. Pyun, Teaching and Learning Korean as a Foreign Language, Ohio State University NEALRC Press, pp. 9-23, 2012.
- *Repair Initiation by Advanced Non-heritage Korean Learners*, with Sung-Ock Sohn, American Association of Teachers of Korean, pp. 151-165, 2012.

KIM, Young-Kee	Year Appointed: 2003
Tenure Status: Tenured	

Title and Department(s): Louis Block Distinguished Service Professor, Department of Physics
Time (%) Dedicated to East Asian Studies: 5%
Education: Ph.D., Physics, University of Rochester (1990)
Academic Experience: Board member, Institute for Basic Science, Korea (2012-present); J-PARC International Advisory Committee, Japan (2009-2012); Member CEAS Committee on Korean Studies
Overseas Experience: Korea
Language(s): Korean = 5
Research/Teaching Specializations: Experimental Particle Physics and Accelerator Physics
Courses Taught: Elementary Particle Physics
Number of Dissertations/Theses Supervised in Past 5 Years: N/A
Distinctions:

- Korea University Alumni Award (2012)
- Leadership Award, Women in Science, Chicago Council of Science and Technology (2012)
- Fellow, American Academy of Arts and Sciences (2017)

Recent Publications:

- *Top-quark mass measurement in events with jets and missing transverse energy using the full CDF data set*, with CDF Collaboration (T. Aaltonen et al.), Phys. Rev. D88, 2013.
- *Fundamental Physics at the Intensity Frontier*, with J.L. Hewett, H. Weerts, R. Brock, J.N. Butler, B.C.K. Casey, J. Collar, A. de Gouvea, R. Essig et al. arXiv: 1205.2671, 2013.

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KUO, Yi-lu	Year Appointed: 2015
	Tenure Status: N/A

Title and Department(s): Lecturer, Department of East Asian Languages and Civilizations
Time (%) Dedicated to East Asian Studies: 100%
Education: Ph.D., Language Education, Indiana University, Bloomington (2015)
Academic Experience: Member, CEAS Committee on Chinese Studies
Overseas Experience: Taiwan
Language(s): Chinese = 5, Japanese = 1
Research/Teaching Specializations: Chinese language pedagogy; language assessment; computer-assisted language learning
Courses Taught: Elementary Modern Chinese I, Elementary Modern Chinese II, III, Intermediate Modern Chinese, Fourth Year Modern Chinese I-III
Number of Dissertations/Theses Supervised in Past 5 Years: N/A
Pedagogy Training: Genre-Based Language Pedagogies, Concepts and Practice, Consortium for Language Teaching and Learning (2016); Conferences Attended: Annual Convention and World Languages Expo by American Council on the Teaching of Foreign Languages (2017); The Role of Assessment in Foreign Language Teaching, Chicago Language Symposium (2017)
Distinctions: N/A
Recent Publications:

- *L1 and L2 online reading strategy use of advanced Chinese learners*, with Yu, P.-S., Journal of Technology and Chinese Language Teaching, 5(1), 1-17, 2014.
- *Corpus analyses of near synonyms in Chinese*, Proceedings of the 8th International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century (TCLT8), 2014.

LEE, Ka Yee	Year Appointed: 1998
	Tenure Status: Tenured

Title and Department(s): Professor, Department of Chemistry, Institute for Biophysical Dynamics, James Franck Institute
Time (%) Dedicated to East Asian Studies: 25%
Education: Ph.D. in Applied Physics, Division of Applied Science (1992)
Academic Experience: Chair, Faculty Advisory Board, University of Chicago Center in Hong Kong; Senior Associate Vice President for Research, (2016-present)
Overseas Experience: China
Language(s): Chinese = 5
Research/Teaching Specializations: The Lung Surfactant System and Respiratory Distress Syndrome; Amyloid-Beta (Ab) Peptide and Alzheimer's Disease
Courses Taught: Honors General Chemistry II
Number of Dissertations/Theses Supervised in Past 5 Years: N/A
Distinctions:

- Fellow, American Institute for Medical and Biological Engineering (2013)

Recent Publications:

- *Mechanical Stability of Polystyrene and Janus Particle Monolayers at the Air/Water Interface*, with Jassica Lenis, Sepideh Razavi, Kathleen D. Cao, Binhua Lin, Ka Yee C. Lee, Raymond S. Tu, and Iiona Kretzschmar, Journal of the American Chemical Society, 137 (49), 2015.

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LEVAN, Valerie	Year Appointed: 2010
Tenure Status: Tenure Track	

Title and Department(s): Lecturer, Collegiate Humanities Division

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D., Comparative Literature, University of Chicago (2010)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, German = 4, Japanese = 2

Research/Teaching Specializations: World Literature

Courses Taught: Reading Cultures: Collecting and Exchange; Readings in World

Literature: Autobiography; Readings in World Literature: Epic Worlds

Number of Dissertations/Theses Supervised in Past 5 Years: B.A. 17

Distinctions:

- Blakemore-Freeman Fellowship for Mandarin Chinese Language Study (2004-2005)
- Franke Institute for the Humanities Dissertation Writing Grant (2008-2009)

Recent Publications:

- *Pygmalion in China: Galatea as an Answer to Nora*, in Ya-chen Chen ed. *New Modern Chinese Women and Gender Politics: The Centennial of the end of the Qing Dynasty*, London: Routledge, 2014.

LI, Meng	Year Appointed: 1997
Tenure Status: N/A	

Title and Department(s): Lecturer in Chinese Language, Department of East Asian Language and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D. in Russian Literature, University of Chicago (2004)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5, Russian = 4, Polish = 2, German = 1

Research/Teaching Specializations: Chinese Language

Courses Taught: First-year (Elementary) Chinese; Second-year (Intermediate) Chinese

Pedagogy Training: Conferences and workshops: Hanban Chinese language textbook training workshop in Beijing (2012); presented online Chinese reading projects to the workshop of using authentic materials in foreign language teaching, Center for Studies of Languages, University of Chicago (2009)

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Chicago Course Connections Grant, University of Chicago (2013)

Recent Publications:

- "My Memory of the Cultural Revolution-7," *Wanxiang* (Panorama, Beijing) 5: 109-122, 2011.
- *How Did Lermontov Become the Idol of the Harbin Russian Émigré Poets?* in *Eluosi Wenyi* (The Russian Literature & Art, Beijing), 3: 177-187 (in Chinese), 2014.

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LI, Xia	Year Appointed: 2014
	Tenure Status: N/A

Title and Department(s): Conference and Outreach Coordinator, Center in Beijing, The University of Chicago

Time (%) Dedicated to East Asian Studies: 100%

Education: M.Sc. Bournemouth University, United Kingdom

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: N/A

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Brief Job Description:

- Organize conferences and external affairs for the Beijing Center
- Manage the budgets for conferences, workshops, and other events

LI, Yung-ti	Year Appointed: 2013
	Tenure Status: Tenured

Title and Department(s): Associate Professor, Department of East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Department of Anthropology, Harvard University (2003)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: The archeology of Bronze Age China, including topics in craft specialization and production, section-mold casting technology, rise of social complexity, inter-religion interaction, and state formation in ancient China

Courses Taught: Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage; Archaeology of Craft Production; Archaeology of Bronze Age China

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 5 M.A., 5 B.A.

Distinctions:

- Research grant for “Standardization of Bronze production in the Eastern Zhou Period”, National Science Council, Taiwan (2005)
- Grants to Individuals in East and Southeast Asian Archaeology and Early History, Henry Luce Foundation/American Council of Learned Societies (2009)

Most Recent Publications:

- *Co-craft and Multicraft: Section-mold Casting and the Organization of Craft Production at the Shang Capital of Anyang*, *Craft Production in Complex Societies: Multi-craft and Producer Perspectives*, pp. 184-223, University of Utah Press, 2007.
- *Dasikong Contextualized: Reinterpreting Finds from the 1936 IHP Excavation at the Village of Dasikong, Anyang*, *Bulletin of the Institute of History and Philology*, vol. 79, part 4, pp. 749-788, 2008.
- *Gems of Yinxu: Catalogue of Selected Artifacts from Anyang in the Institute of History and Philology*, the Institute of History and Philology, Academia Sinica, 2009.
- *Archaeology of Shanxi during the Yinxu period*, *A Companion to Chinese Archaeology*, with H. Ming-chong, edited by Anne P. Underhill, pp. 367-387, 2013.

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LI, Yuxuan **Year Appointed: 2014**

Tenure Status: N/A

Title and Department(s): Technology and Operations Coordinator, Center in Beijing, The University of Chicago

Time (%) Dedicated to East Asian Studies: 100%

Education: B.A. Chongqing Normal University

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: N/A

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Brief Job Description:

- Specialist in audio visual and information technology at Center in Beijing
- Head of communications, including the Beijing Center website, WeChat public account, and mailing list
- Manage photography, reception and media programs

LIANG, Xueming **Year Appointed: 2017**

Tenure Status: N/A

Title and Department(s): Deputy Director, Administration and Operation, Center in Beijing, The University of Chicago

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A., Public Administration, Ball State University

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 5, English = 4

Research/Teaching Specializations: N/A

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Brief Job Description:

- Lead and execute programs at Center in Beijing
- Conduct staff evaluations and mentoring
- Overview the budget and financial management, conference and event management, operations, and office management
- Work on external relations with conference organizations and facilitate visiting faculty

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LIN, Wei-Cheng **Year Appointed: 2015**

Tenure Status: *Tenured*

Title and Department(s): Associate Professor, Department of Art History, East Asian Languages and Civilizations, and the College

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Art History, University of Chicago (2006)

Academic Experience: Committee of Graduate Studies, Department of Art History (2017-2018); Chair, Graduate Admission Committee, Department of Art History (2015-2016, 2017-2018); Member, CEAS Committee on Chinese Studies

Overseas Experience: China, Taiwan

Language(s): Chinese = 5, Japanese = 3, French = 2

Research/Teaching Specializations: History of Chinese art and architecture with focus on medieval periods; Visual and material cultural issues in Buddhist art and architecture and China's funerary practice through history

Courses Taught: Art of the East Asia: China; Structuring China's Built Environment; Chinese Pagoda; Art and Death in Pre-Modern China; Early Chinese Buddhist Art: Issues and Methodologies

Number of Dissertations/Theses Supervised in Past 5 Years: 7 Ph.D., 4 M.A., 8 B.A.

Distinctions:

- *Scholar Grant*, Chiang-Ching Kuo Foundation, New York (2016)
- *Project Grant*, University of Chicago Beijing Center (2017)

Recent Publications:

- *Building a Sacred Mountain: Buddhist Architecture of China's Mount Wutai*, University of Washington Press, 2014.
- *Sign*, in *Key Terms in Material Religion*, ed. S. Brent Plate, New York: Bloomsbury Publishing, pp. 201-206, 2015.

LIO, Jonathan **Year Appointed: 2017**

Tenure Status: *Tenure Track*

Title and Department(s): Assistant Professor, Department of Medicine

Time (%) Dedicated to East Asian Studies: 50%

Education: M.D., Loma Linda University School of Medicine

Academic Experience: Residency Training Co-Director, Wuhan University School of Medicine (2014-present), Medical Education Consultant, Wuhan University (2014-present); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Hospital Medicine; Medical Education in China

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Second place, Maryland ACP Associates Meeting Oral Clinical Vignette Competition (2013)
- First Place, China Medical Education Research and Reform Conference Abstract (2017)

Recent Publications:

- *Palliative Competencies for Medical Students and Residents: A National Survey*, with He L, Wu L, Ning X., *Journal of Palliative Medicine*, 2017.
- *Standardized Residency Training in China: The New Internal Medicine Curriculum*, with Dong H, Ye Y, Reddy S, McConville J, Sherer R., *Perspectives on Medical Education*, 2017.

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Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

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LONG, Hoyt J. **Year Appointed: 2011**

Tenure Status: *Tenured*

Title and Department(s): Associate Professor of Japanese Literature, Department of East Asian Languages & Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Japanese Literature, University of Michigan, Ann Arbor (2007)

Academic Experience: Chair, Committee on Japanese Studies, Center for East Asian Studies (2015-present), Chair of Graduate Admission Committee, Department of East Asian Languages and Civilizations (2015-2016)

Overseas Experience: Japan

Language(s): Japanese: 4, Chinese =2

Research/Teaching Specializations: Modern Japan, with specific interests in the history of media and communication, cultural analytics, sociology of literature, book history, and environmental history

Courses Taught: Introduction to Digital Humanities; Network Analysis, Literary Criticism, and the Digital Humanities; The Modern Japanese Novel; Institutions of Modern Japanese Literature: Sociological Approaches to Genre and Form; Media, History East Asia

Number of Dissertations/Theses Supervised in Past 5 Years: 13 Ph.D., 5 M.A., 10 B.A.

Distinctions:

- *Principal Investigator*, “Textual Optics Lab.” Three-year grant of \$240,000 awarded by Neubauer Family Collegium for Culture and Society (2017)

Recent Publications:

- *Turbulent Flow: A Computational Model of World Literature*, with Richard So, in *Modern Language Quarterly*, 2016.
- *Legibility and Handwriting in Meiji Letters: A Media History*, in *Positions: Asia Critique* 25. No. 2, 2017.

LORY, Harumi **Year Appointed: 1992**

Tenure Status: *N/A*

Title and Department(s): Senior Lecturer, Department of East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Bachelor of Arts, History, Sophia University, Tokyo (1979)

Academic Experience: Director of the Japanese Language Program, Department of East Asian Languages and Civilizations; The Digital Humanities Oversight Committee (2014- 2017); Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan, China

Language(s): Japanese = 5

Research/Teaching Specializations: Japanese Language

Courses Taught: Elementary, Intermediate, Advanced and Fourth Year Japanese

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Pedagogy Training: Seminar of Teaching Techniques in Japanese as a Foreign Language Certificate received (1983); Japanese Language Training Certificate Program, Certificate received (1981)

Distinctions:

- First place, George Bernard Walsh Award from the Humanities Division of the University of Chicago, (2003) for *Kanji Alive*
- Janel M. Mueller Award for Excellence in Pedagogy from the Humanities Division of the University of Chicago (2016)

Recent Publications: Updating resource materials for *Kanji Alive* (*on-going*)

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LUK, Sandy **Year Appointed: 2017**

Tenure Status: N/A

Title and Department(s): Part-time Project Assistant, Center in Hong Kong, The University of Chicago
Time (%) Dedicated to East Asian Studies: 100%

Education: B.A., University of Bristol

Academic Experience: N/A

Overseas Experience: China

Language(s): Cantonese = 5, English = 4, Mandarin = 3

Research/Teaching Specializations: N/A

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Brief Job Description:

- Manage content of Hong Kong Center website, e-news, social media, and databases for Center mailing list
- Design and arrange production of marketing materials, leaflets, promotion flyers, banners and center-branded souvenirs
- Assist and support faculty and academic programming, public lectures, conferences and workshops
- Manage post event follow-up including evaluation of feedback, data analysis and photo albums
- Assist and support financial tracking of Center

LUO, Zhe-xi **Year Appointed: 2012**

Tenure Status: Tenured

Title and Department(s): Professor, Department of Organismal Biology and Anatomy

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D. in Paleontology, University of California at Berkeley (1989)

Academic Experience: Faculty Steering Committee, Science, Medicine & Public Health, University of Chicago Center in Beijing

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Origins and early evolution of mammals; evolution of whales and the Cenozoic cetacean fossils

Courses Taught: Mammalian Evolutionary Biology; Evolutionary Biology at the Field Museum

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Outstanding Overseas Chinese Young Scientist Award, Earth Sciences Division, National Natural Science Foundation of China (2004)
- Humboldt-Forschungpreis, Humboldt Award for Senior Scientists, Humboldt Foundation, Germany (2007)

Recent Publications:

- *The placental mammal ancestor and the post-K-Pg radiation of placentals*, Science, vol. 339, no. 6120, pp. 662-667, 2013.
- *Earliest evolution of multituberculate mammals revealed by a new Jurassic fossil*, with Yuan, C.-F., Wu, S., and Martin, T., Science vol. 341, pp. 779- 783, 2013.

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MANNING, Thomas	Year Appointed: 2012
	Tenure Status: N/A

Title and Department(s): Lecturer in Law, The University of Chicago Law School
Time (%) Dedicated to East Asian Studies: 100%
Education: M.B.A, Corporate Strategy and Finance, Stanford University Graduate School of Business
Academic Experience: Member, CEAS, Committee on Chinese Studies
Overseas Experience: China
Language(s): Chinese = 4
Research/Teaching Specializations: Corporate Governance; private equity in Asia; US-China relations
Courses Taught: Corporate Governance in China; Private Equity in Asia; US-China Relations, Innovative Solutions
Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Member, China Board, Bain & Company
- Chief Executive Officer, Cerberus Asia
- Chief Executive Officer, Ernst & Young Consulting Asia
- Chief Executive Officer, Capgemini Asia
- Chief Executive Officer, Indachin Limited
- Independent Board Director, Dun & Bradstreet
- Independent Board Director, CommScope
- Independent Board Director, Clear Media

Publications:

- *The Real China Threat: Innovation*, Waterstone Management Group LLC, October 2015.
- *China Technology Innovation Comes of Age*, Industry Week, December 2015.
- *China: The World's New Laboratory*, Global Finance, January 2016.
- *5 Key Questions that Should Define your China Strategy*, Chief Executive, July 2016.

MIYACHI, Misa	Year Appointed: 2003
	Tenure Status: N/A

Title and Department(s): Japanese Lecturer, Department of East Asian Languages and Civilizations
Time (%) Dedicated to East Asian Studies: 100%
Education: M.S., Department of Linguistics, Georgetown University (1996)
Academic Experience: Interviewer, Japan Exchange & Teaching (JET) Program (2004-2009); Member, CEAS Committee on Japanese Studies
Overseas Experience: Japan
Language(s): Japanese = 5, German = 1
Research/Teaching Specializations: Japanese Language
Courses Taught: Elementary Modern Japanese; Intermediate Japanese through Japanimation
Pedagogy Training: *Oral Proficiency Interview Tester in Japanese with Full Certification in ACTFL*, (2004-present)
Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

Most Recent Publications:

- *On the Temporal Interpretation of Japanese Temporal Clauses*, with Stefan Kaufmann, *Journal of East Asian Linguistics* 20:33-76, 2011.

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NA, Won Kyung **Year Appointed: 2016**

Tenure Status: N/A

Title and Department(s): Korean Lecturer, Department of East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., East Asian Languages and Cultures, University of Southern California (2016)

Academic Experience: Member, CEAS Committee on Korean Studies

Overseas Experience: Korea

Language(s): Korean = 5, English = 4, Japanese = 1

Research/Teaching Specializations: Korean Languages

Courses Taught: Introduction to Korean 2; Intermediate Korean 1, 2, 3; Advanced Korean 1, 2

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Pedagogy Training: Korean Textbook Development Project; Korean Language and Culture Project, University of Southern California (2008-2016)

Distinctions: N/A

Recent Publications:

- *The Function of the Korean Direct Object Particle –(l)ul in Rhetorical Questions: Focusing on Informal Spoken Korean*, Language Facts and Perspectives: Journal of Institute of Language and Information Studies, Yonsei University, Vol. 37, p.65-90, 2016.
- *The Speaker's Choice of Using –(l)ul in Informal Spoken Korean*, Multiplicity of Communication and Complex Knowledge, Hankookmunhwasa, p.81-132, 2017.

NAKAMURA, Yusuke **Year Appointed: 2012**

Tenure Status: Tenured

Title and Department(s): Professor, Department of Medicine, Section of Hematology/Oncology, Department of Surgery, University of Chicago Medicine

Time (%) Dedicated to East Asian Studies: 10%

Education: Ph.D., Molecular Genetics, Osaka University, Japan

Academic Experience: Deputy Director, Center for Personalized Therapeutics

Overseas Experience: Japan

Language(s): Japanese = 5

Research/Teaching Specializations: Genomic research; Applying genetic information to improve the care of cancer patients

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Former Secretary General, Japanese Government's Office of Medical Innovation and Professor of Molecular Medicine at University of Tokyo Human Genome Center
- CHEN Award for Distinguished Academic Achievement in Human Genetic and Genomic Research (2010)

Recent Publications:

- *Overexpression of Cohesion Establishment Factor DSCC1 through E2F in Colorectal Cancer*, with K. Yamaguchi, R. Yamaguchi, N. Takahashi, T. Ikenoue, T. Fujii, M. Shinozaki, G. Tsurita, K. Hata, A. Niida, S. Imoto, S. Miyano, and Y. Furukawa, PLoS ONE, 9:e85750, 2014.
- *Identification of an HLA-A2-restricted epitope peptide derived from hypoxia-inducible protein 2 (HIG2)*, with S. Yoshimura, T. Tsunoda, R. Osawa, M. Harada, T. Watanabe, T. Hikichi, M. Katsuda, M. Miyazawa, M. Tani, M. Iwahashi, K. Takeda, T. Katagiri, and H. Yamaue, PLoS ONE, 9:e85267, 2014.

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CEAS TITLE VI NRC and FLAS PROJECT ASSOCIATE DIRECTOR

NEWMAN, Abbey	Year Appointed: 2015
	Tenure Status: N/A

Title and Department(s): Associate Director, Center for East Asian Studies

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A., East Asian Studies, Yale University (2004); Graduate Certificate, Johns Hopkins-Nanjing University Center for Chinese and American Studies, Nanjing, China (1994-1995); B.A. with Distinction, International Relations and East Asian Studies, University of Wisconsin-Madison (1994)

Professional Experience: Member, CEAS Executive Committee (2015-present); Member, Luce Asian Scholars Program Review Committee; (2015-present); Executive Director (2005-2015) and Council Manager and Administrator for the China Program (2001-2005), Council on East Asian Studies, Yale University; Program Associate (1998-2001), National Committee on U.S.-China Relations; Paralegal (1995-1997), Preston Gates & Ellis, Hong Kong

Overseas Experience: China

Language(s): Chinese = 4, Spanish = 2, Cantonese = 1

Research Specializations: Modern Chinese legal culture and contemporary social issues

Distinctions:

- Member, National Committee on U.S.-China Relations
- Member, National Council for the Social Studies
- Member, NAFA: Association of International Educators

Most Recent Publication:

- “Artistic Responses to SARS: Footprints in the Local and Global Realms of Cyberspace,” *SARS: Reception and Interpretation in Three Chinese Cities*, eds. Deborah Davis and Helen Siu, Routledge, 2007.

Brief Job Description:

- Work with CEAS Director and CJK Committees to set policy and programmatic guidelines
- Coordinate with CEAS faculty on international project development and fundraising initiatives
- Coordinate with University units and domestic and foreign institutions on academic programs, exchanges, and activities (including University of Chicago Centers in Beijing and Hong Kong)
- Oversee planning, implementation and management of budget; monitor and evaluate financial accounts; develop best practices for fiscal and administrative procedures
- Administer grants (including Title VI) and prepare institutional data, proposals, annual reports and stewardship documentation
- Manage CEAS staff and office workflow, including creation of website and social media content
- Oversee implementation and evaluation of all CEAS events, grants and fellowships (including FLAS), federal grants, and outreach activities (K-16, business, media and general public)
- Advise students, educators, and general public on East Asian studies opportunities on campus and beyond

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NOTO, Hiroyoshi	Year Appointed: 1984
	Tenure Status: N/A

Title and Department(s): Senior Lecturer, East Asian Languages and Civilizations
Time (%) Dedicated to East Asian Studies: 100%
Education: M.A., Japanese Literature, Waseda University, Tokyo (1979)
Academic Experience: Director of the Japanese Language Program (1984-2017); Member, CEAS Committee on Japanese Studies
Overseas Experience: Japan, China
Language(s): Japanese = 5
Research/Teaching Specializations: Japanese language; Japanese literature (Edo Period)
Courses Taught: Pre-Modern Japanese/Kindai Bungo; 4th Year Modern Japanese
Pedagogy Training: Chicago Language Center Pedagogy Workshops
Number of Dissertations/Theses Supervised in Past 5 Years: N/A
Distinctions: N/A
Most Recent Publications:

- *Intermediate Japanese for University Students*, Tokyo: Taishu-kan Publishing, 1996.
- *Teacher's Guide to Intermediate Japanese for University Students*, with Harumi Lory of University of Chicago, 1996.

OLOPADE, Olufunmilayo	Year Appointed: N/A
	Tenure Status: Tenured

Title and Department(s): Walter L. Palmer Distinguished Service Professor, Department of Medicine and Human Genetics
Time (%) Dedicated to East Asian Studies: 5%
Education: M.D., Medicine University of Ibadan
Academic Experience: Faculty Steering Committee Member, Science, Medicine & Public Health, University of Chicago Center in Beijing
Overseas Experience: China
Language(s): N/A
Research/Teaching Specializations: Breast cancer in young women; cancer risk assessment; hereditary cancer syndromes; inflammatory breast cancer
Courses Taught: N/A
Number of Dissertations/Theses Supervised in Past 5 Years: 7 Ph.D.
Distinctions:

- Doris Duke Distinguished Clinical Scientist and Exceptional Mentor Award
- American Cancer Society Clinical Research Professorship

Recent Publications:

- *Reported Biologic Difference in breast Cancer by Race Due to Disparities in Screening-Reply*, with Huo D, Perou C.M., JAMA Oncol., 2018.
- *Clinical interpretation of pathogenic ATM and CHEK2 variants on multigene panel tests: navigating moderate risk*, with West A.H., Blazer K.R., Stoll J., Jones M., Weipert C.M., Nielsen S.M., Kupfer S.S., Weitzel J.N., Fam Cencer., 2018.

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PAPE, Robert	Year Appointed: 1999
Tenure Status: Tenured	

Title and Department(s): Professor, Political Science Department
Time (%) Dedicated to East Asian Studies: 10%
Education: Ph.D., Political Science, University of Chicago (1988)
Academic Experience: Faculty Advisory Committee, University of Chicago Center at Hong Kong;
 Director, Chicago Project on Security and Terrorism
Overseas Experience: China
Language(s): N/A
Research/Teaching Specializations: National security affairs; theory of coercive air power; deterrence;
 economic sanctions; ethnic conflict, international relations; theory of international moral action
Courses Taught: International Relations; Military Strategy; Suicide Terrorism, Politics of Unipolarity,
 Nationalism and Ethnic Conflict; Introduction to World Politics
Number of Dissertations/Theses Supervised in Past 5 Years: 15 Ph.D., 17 M.A., 20 B.A.
Distinctions:

- Grant: Carnegie Corporation of New York, Chicago Project on Security and Threats (2011-present)
- Grant: Department of Defense, Chicago Project on Security and Threats (2012-present)

Recent Publications:

- *A hotline to cool Asian crises*, The Monkey Cage (WashingtonPost.com), April 2014.
- *ISIS and the Culture of Narcissism*, with Walker Gunning, Wall Street Journal, June 2016.

PARK, Jee-Young	Year Appointed: 2011
Tenure Status: N/A	

Title and Department(s): Korean Studies Librarian, The University of Chicago Library
Time (%) Dedicated to East Asian Studies: 100%
Education: M.L.I.S, San Jose State University (2006)
Academic Experience: Member, CEAS Committee on Korean Studies
Overseas Experience: Korea
Language(s): Korean = 5, Japanese = 3
Research/Teaching Specializations: Library collection development for Korean Studies
Courses Taught: N/A
Number of Dissertations/Theses Supervised in Past 5 Years: N/A
Distinctions:

- *Korean Foundation E-resources for Korean Materials* (\$3000/yearly) Applied by Jee-Young Park each year and granted to the University of Chicago Library (2012-2017)
- *Korean Foundation Korean Collections Consortium of North America (KCCNA)* (\$54,000/3 year-term) Applied by Jee-Young Park and granted to the University of Chicago Library (2018)

Recent Publications:

- *Understanding cataloging for Korean materials*, Overseas Korean Studies Librarian Workshop (Seoul: National Library of Korean), pp. 137-163, 2017.
- *Joe and Rika Mansueto Library: innovative robotic book storage and retrieval system*, KERIS Annual Conference for Korean Academic Libraries, (Daegu: KERIS, 2015) pp. 283-318, 2017.

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PARK, Jiwoong **Year Appointed: 2016**

Tenure Status: *Tenured*

Title and Department(s): Professor, Department of Chemistry, Institute for Molecular Engineering, and James Franck Institute

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D., Physics, University of California, Berkeley (2003)

Academic Experience: Member, CEAS Committee on Korean Studies

Overseas Experience: Korea **Language(s):** Korean = 5

Research/Teaching Specializations: Science and technology of nanomaterials

Courses Taught: Honors Physical Chemistry II, Honors Seminar, Quantum Mechanics I, Mathematical Methods of Physical Chemistry

Number of Dissertations/Theses Supervised in Past 5 Years: 16 Ph.D., 3 M.S.

Distinctions:

- Frontier Research Scientist, Korean Academy of Science and Technology (2011)
- Dreyfus Foundation Postdoctoral Program Award in Environmental Chemistry (2016)

Recent Publications:

- *Coherent, Atomically – Thin Transition-Metal Dichalcogenide Superlattices with Engineered Strain*, with S. Xie, L. Tu, Y. Han, L. Huang, K. Kang, K. U. Lao, P. Poddar, C. B. Park, D. A. Muller, R. A. DiStasio Jr., *Science*, 2018.

POMERANZ, Kenneth **Year Appointed: 2012**

Tenure Status: *Tenured*

Title and Department(s): University Professor, Department of History and East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., History, Yale University (1988)

Academic Experience: President, American Historical Association (2013), Board of Directors, National History Center (2012-present), Editorial Board, *Journal of Economic History* (2010-present); Chair, CEAS Committee on Chinese Studies (2018-present)

Overseas Experience: China **Language(s):** Chinese = 4

Research/Teaching Specializations: Reciprocal influences of state, society, and economy in late Imperial and twentieth-century China; the origins of a world economy as the outcome of mutual influences among various regions; environmental history in China; comparative studies of labor, family organization, and economic change in Europe and East Asia; expansion of China to its present frontiers

Courses Taught: Family, State and Community in China; Chinese Social History, 18th-21st Century; China, Late Empire to Republic; Economic Change in China, circa 1800-2000; Colonizations

Number of Dissertations/Theses Supervised in Past 5 Years: 43 Ph.D., 14 M.A., 10 B.A.

Distinctions:

- Book of the year in Humanities and Social Sciences (The Great Divergence) for 2000 in “40 books for 40 years” retrospective by Ecole des Hautes Etudes en Sciences Sociales (2015)
- Corresponding Fellow, British Academy (2017)

Recent Publications:

- *Production, Destruction, and Connection, 1750–Present. Part 1: Structures, Spaces, and Boundary Making, The Cambridge World History, vol. VII*, coedited with J. R. McNeill, Cambridge: Cambridge University Press, 2015.

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QIAN, Xiaowen **Year Appointed: 1997**

Tenure Status: *N/A*

Title and Department(s): Assistant to Curator and Coordinator for East Asian Acquisitions, the University of Chicago Library

Time (%) Dedicated to East Asian Studies: 100%

Education: B.A., Library and Information Science, Beijing Normal University (1987)

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: N/A

Courses Taught: N/A

Recent Publications: N/A

Major Responsibilities:

- Troubleshoot in the East Asian Collection for computer equipment and technology related issues
- System liaison to Library System Office and IT department
- Coordinate acquisitions operations under the Head of Technical Services

RANSMEIER, Johanna **Year Appointed: 2013**

Tenure Status: *Tenure Track*

Title and Department(s): Assistant Professor, Department of History and the College

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., History, Yale University, 2008

Academic Experience: Affiliated Faculty, Center for Gender and Sexuality Studies (2017); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, Spanish = 3, Japanese = 2, French = 1

Research/Teaching Specializations: Modern China; Chinese legal history; crime; history of the family; comparative unfreedoms

Courses Taught: Twentieth Century China through Great Trials; Republican China; Twentieth Century China; Gender and Sexuality in Modern China

Number of Dissertations/Theses Supervised in Past 5 Years: 4 Ph.D., 3 M.A., 3 B.A.

Distinctions:

- Melon Foundation, Developing Global Scholarship Grant (2013-2018)
- Fellow, National Committee on US China Relations, Public Intellectuals Program (2017-2020)

Recent Publications:

- *"Inside the Home, Outside the Family: Wet Nurses in Republican China"*, *Nan Nü* 17. 276-308., 2015.
- *Sold People: Traffickers and Family Life in North China*, Boston: Harvard University Press, 2017.
- *Body Price: Ambiguities in the sale of women at the end of the Qing Dynasty* in *Sex Power and Slavery*, Elizabeth Elbourne and Gwyn Campbell, eds. 319-344., Athens: Ohio University Press, 2017.

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SAH, Raaj Kumar **Year Appointed: 1991**

Tenure Status: *Tenured*

Title and Department(s): Professor of Public Policy and Economics, Harris School of Public Policy

Time (%) Dedicated to East Asian Studies: 25%

Education: Ph.D., Economics, University of Pennsylvania

Academic Experience: Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan

Research/Teaching Specializations: Analysis of Japan's economic and financial policies, tax reforms, public revenues, deficits, and redistribution

Courses Taught: Individual Reading/Research; Internship: Public Policy

Number of Dissertations/Theses Supervised in Past 5 Years: M.A. 30

Distinctions:

- *Order of the Rising Sun, Gold Rays with Neck Ribbon*, from Government of Japan on behalf of His Majesty the Emperor of Japan
- Distinguished Fellow at Indian Institute of Management Ahmedabad

Most Recent Publication:

- *Who gets to the top? Generalists versus specialists in managerial organizations*, Rand Journal of Economics, 2012.

SAUSSY, Haun **Year Appointed: 2011**

Tenure Status: *Tenured*

Title and Department(s): University Professor, East Asian Languages and Civilizations, Comparative Literature, and the Committee on Social Thought

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Comparative Literature, Yale University (1990)

Academic Experience: President, American Comparative Literature Association (2009-2011); Editorial Board, *History of the Humanities* (2014-present); Editorial Committee, *Critical Inquiry* (2012-present); Director of Graduate Studies, Department of Comparative Literature (2013-2014); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, Japanese = 2

Research/Teaching Specializations: Classical Chinese poetry and commentary; literary theory; comparative study of oral traditions; problems of translation; pre-twentieth-century media history; ethnography and ethics of medical care

Courses Taught: Zhuangzi: Philosophy, Literature, or Something Else Entirely; Textual Authority in Ancient Biblical and Chinese Documents; Literary Theory: Non-Western, Premodern, Not Necessarily Literary; Translation and Theories of Translation

Number of Dissertations/Theses Supervised in Past 5 Years: 14 Ph.D., 5 M.A., 10 B.A.

Distinctions:

- Elected member, American Academy of Arts and Sciences (2009)
- Aldo and Jeanne Scaglione Prize in Comparative Studies, Modern Language Association (2017)
- Guggenheim Fellow (2014-2015)

Recent Publications:

- *A Book to Burn and a Book to Keep (Hidden): Selected Writings of Li Zhi (1527-1602)*, with Rivi Handler-Spitz and Pauline Chen Lee. New York: Columbia University Press, 2016.
- *Translation as Citation: Zhuangzi Inside Out*, Global Asias, Oxford and New York: Oxford University, 2017.

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SERENO, Paul	Year Appointed: 1987
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Tenure Status: *Tenured*

Title and Department(s): Professor, Department of Organismal Biology & Anatomy

Time (%) Dedicated to East Asian Studies: 5%

Education: Ph.D., Geological Sciences, Columbia University (1987)

Academic Experience: Faculty Advisory Committee for Projects with Chinese Academy of Sciences

Overseas Experience: China

Language(s): N/A

Research/Teaching Specializations: Dinosaur fossils in collections in China and Mongolia, and Africa

Courses Taught: Dinosaur Science

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 6 M.S.

Distinctions:

- Faculty Service Award, University of Chicago (2005)
- Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (Project Exploration) (2009)

Recent Publications:

- Laser-stimulated fluorescence in paleontology, with Kaye, T. G., A. R. Falk, M. Pittman, P. C. Sereno, L. D. Martin, D. A. Burnham, E. Gong, X. Xu, Y. Wang., PLoS ONE 10:1-22. (90), 2015.

SHAUGHNESSY, Edward L.	Year Appointed: 1984
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Tenure Status: *Tenured*

Title and Department(s): Lorraine J. and Herrlee G. Creel Distinguished Service Professor, Department of East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Asian Languages, Stanford University (1983)

Academic Experience: Chair, Department of East Asian Languages and Civilizations (2008-2012), Director, Creel Center for Chinese Paleography (2006-present); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, Japanese = 2

Research/Teaching Specializations: Cultural and literary history of the Zhou period; bronze inscriptions and the *Zhou Yi*

Courses Taught: The Chinese Classics; China's Classic of Documents; Confucius and Laozi

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 8 M.A., 5 B.A.

Distinctions:

- J. William Fulbright Foreign Scholarship (2002-2003)
- Research Award, National Endowment for Humanities (2007-2008)
- Distinguished Visiting Professor, Chinese University of Hong Kong (2013-2014)

Recent Publications:

- *Unearthing the Changes: Recently Discovered Manuscripts of and Relating to the Yi Jing*. New York: Columbia University Press, 2014.
- *Imprints of Kinship: Studies of Recently Discovered Bronze Inscriptions from Ancient China*, editor. Hong Kong: Chinese University of Hong Kong Press, 2017.
- *Xifang Hanxue chutu wenxian yanjiu gaiyao* 西方漢學出土文獻研究概要 (An overview of Western Sinologists' studies of Chinese excavated documents) Shanghai: Shanghai Guji Press, 2017.

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Language Key: 5 = Native, 4 = ~~Fluent~~, 3 = ~~Advanced~~, 2 = Intermediate, 1 = Beginner

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SHERER, Renslow	Year Appointed: 2003
Tenure Status: Tenure Track	

Title and Department(s): Professor of Medicine, Department of Medicine

Time (%) Dedicated to East Asian Studies: 5%

Education: M.D., Rush Medical College

Academic Experience: Faculty Advisory Committee, University of Chicago Center in Beijing; Co-Chair, Pozen Center Faculty Board, Pozen Center for Human Rights; Faculty Member, University of Chicago Health and Human Rights, Medical Education in China, Wuhan Medical Education Reform Projects

Overseas Experience: China

Language(s): Chinese = 2

Research/Teaching Specializations: Infectious Diseases; General Internal Medicine; HIV

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Chime Bell Award from Hubei Province (2011)

Recent Publications:

- *Positive impact of integrating histology and physiology teaching at a medical school in China*, with, Wan, Y., Dong, H., Cooper, B., Morgan, I., Peng, B., Liu, J., Wang, L., Xu, D., Adv Physiol Educ., 2014.

SIU, Angela	Year Appointed: 2017
Tenure Status: N/A	

Title and Department(s): Manager, University of Chicago Center in Hong Kong

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A., Language Studies, City University of Hong Kong

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 5, Putonghua = 3

Research/Teaching Specializations: N/A

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Brief Job Description:

- Oversee communications of the Center, including managing the content of website, news, and event write-ups
- Manage overall event execution, e.g. communications and logistic support of conferences, and workshops
- Support faculty proposal submissions and award disbursements
- Support, arrange, and maintain study abroad program

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SKOSEY, Laura A. **Year Appointed: 1999**

Tenure Status: N/A

Title and Department(s): Lecturer, East Asian Languages and Civilizations, University of Chicago Law School

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Department of East Asian Languages and Civilizations, University of Chicago (1996)

Academic Experience: Executive Director, Confucius Institute at the University of Chicago (2013-2015); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, French = 4, Japanese = 3

Research/Teaching Specializations: Early Chinese legal history and culture; classical Chinese; early Chinese culture history

Courses Taught: Elementary Literary Chinese; Advanced Literary Chinese

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

Recent Publications:

- *Seven entries (Shi Qi ding 師旂鼎, Hu ding 忽鼎, Ying yi 膺*匱, Wu Nian Diao Sheng gui 五年琿生簋, Liu Nian Diao Sheng gui 六年琿生簋, Ge You Bi ding 鬲*攸比鼎, Xi Jia pan 兮甲盤) in a sourcebook of Chinese bronze inscriptions (dating to between ca. 1045 B.C.E. and 220 C.E.), edited by Connie Cook and Paul Goldin, Early China Monograph Series no. 7, 2016.*

SOLOVIEVA, Olga

Year Appointed: 2011

Tenure Status: Tenure Track

Title and Department(s): Assistant Professor of Comparative Literature

Time (%) Dedicated to East Asian Studies: 25%

Education: Ph.D. in Comparative Literature and Film Studies, Yale University (2006)

Academic Experience: Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan

Language(s): Russian = 4, German = 4, French = 2, Italian = 2, German = 2, Latin = 2

Research/Teaching Specializations: Dialogue texts and concepts from numerous disciplines, including literature, film, religious studies, art history, philosophy and law

Courses Taught: Kurosawa and His Sources; Destruction of Books, Images, and Artifacts in Europe and South Asia; Human Being and Citizen

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Postdoctoral Fellowship in the Committee on Social Thought, The University of Chicago (2012-2015)

Recent Publications:

- "Horror Old and New: Nakata Hideo's Ringu between J-Horror and Hibakusha Cinema," forthcoming in *A Companion to Japanese Cinema*, ed. David Desser, New York: Wiley-Blackwell, 1998.
- "Chernobyl, the Unheard Prayer: Svetlana Aleksievich and the Little Voices of Fukushima," *boundary 2*, 45, 2018.

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SONG, Xi	Year Appointed: 2015
	Tenure Status: Tenure Track

Title and Department(s): Assistant Professor of Sociology and the College

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Sociology, University of California, Los Angeles (2015)

Academic Experience: Faculty Associate, Population Research Center (2015-present); Founding Member, Human Capital and Economic Opportunity Global Working Group; Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Social status and changes to peasant families in historical China; Social Stratification and Mobility; Formal Demography; Quantitative Methodology

Courses Taught: Statistical Methods of Research; Categorical Data Analysis; Demographic Techniques

Number of Dissertations/Theses Supervised in Past 5 Years: 6 Ph.D., 4 M.A.

Distinctions:

- Social Science Division Pilot Grant, University of Chicago (2016-2018)

Recent Publications:

- *Diverging Mobility Trajectories: Grandparent Effects on Educational Attainment in One and Two-Parent Families*, Demography 53(6): 1905-1932, 2016.
- *Rising Intragenerational Occupational Mobility in the United States, 1969-2011*, with Javis, Benjamin F., American Sociological Review 82(3): 568-599, 2017.
- *Genealogical Microdata and Their Significance for Social Science*, with Cameron D. Campbell, Annual Review of Sociology 43: 1.1-1.25, 2017.

SU, Myra	Year Appointed: 2014
	Tenure Status: N/A

Title and Department(s): Outreach Coordinator

Time (%) Dedicated to East Asian Studies: 100%

Education: B.A., Theater & Anthropology, University of Chicago (2013)

Professional Experience: Teaching Artist with Global Voices Initiative; Emerging Artist at Redmoon, Production Crew; Builder at Court Theater; Touring Company Member, Manual Cinema

Overseas Experience: China

Language(s): Chinese = 4, Japanese = 2, French = 1

Brief Job Description:

- Organize and facilitate K-16 outreach events for educators (e.g., IEC and SIE)
- Assist with development of EA curricular resources for educators
- Manage CEAS Film Library and oversee new film acquisitions and database management
- Lead CEAS graphic design, branding and marketing initiatives
- Document, record, edit and caption/subtitle videos and other digital resources for CEAS and UChicago Educator Outreach websites and YouTube channels
- Develop and manage new CEAS podcast initiative to create additional EA content
- Liaison and production design and management with artists, performers, filmmakers, and cultural organizations for CEAS programs
- Assist with general CEAS programming logistics and staffing

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TANG, Candy **Year Appointed: 2015**

Tenure Status: N/A

Title and Department(s): Part-time Project Consultant, University of Chicago Center in Hong Kong

Time (%) Dedicated to East Asian Studies: 100%

Education: M.B.A., Bachelor of Accounting, C.P.A

Overseas Experience: China

Language(s): Chinese = 5

Distinctions: N/A

Recent Publications: N/A

Brief Job Description:

- Budget planning and financial organization for the Center in Hong Kong
- Maintain records of faculty award grants
- Support curriculum development and logistics for the Study Abroad Program
- Support visiting faculty regarding trip planning, e.g. hotel arrangement and local transportation
- Liaise with other departments regarding event logistics, e.g. catering and venue set-up

TSAY, Ruey **Year Appointed: 1990**

Tenure Status: Tenured

Title and Department(s): H.G.B. Alexander Professor of Econometrics and Statistics, Booth School of Business

Time (%) Dedicated to East Asian Studies: 50%

Education: Ph.D., Statistics, University of Wisconsin, Madison (1982)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Market-based credit rating, analysis of high-frequency data; financial econometrics; value at risk and extreme value theory; Markov chain Monte Carlo Method; Taiwan economic research and East Asian markets

Courses Taught: Analysis of Financial Time Series; Applied Multivariate Analysis

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 35 M.B.A.

Distinctions:

- Distinguished Achievement Award, International Chinese Statistical Association (2011)
- John Wiley and Sons Author of the Year for his book, *Analysis of Financial Time Series*, in probability and statistics

Recent Publications:

- *Bayesian Panel Data Analysis for Exploring the Impact of Subprime Financial Crisis on the US Stock Market*, with Tomohiro Ando; *Computational Statistics & Data Analysis*, 56(11), pp. 3345-65, 2012.
- *An Introduction to Analysis of Financial Data with R*, John Wiley & Sons, 2013.
- *A Predictive Approach for Selection of Diffusion Index Models*, with Tomohiro Ando, *Econometric Reviews*, 33(1-4), pp. 68-99, 2013.
- *Forecasting Simultaneously High-Dimensional Time Series: A Robust Model-Based Clustering Approach*, with Yongning Wang, Johannes Ledolter, and Keshab M. Shrestha; *Journal of Forecasting*, 32(8), pp. 673-84, 2013.
- *Multivariate Time Series Analysis with R and Financial Application*, John Wiley & Sons, 2014.

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TSIANG, Grace	Year Appointed: 1993
	Tenure Status: N/A

Title and Department(s): Senior Lecturer, Department of Economics and the College

Time (%) Dedicated to East Asian Studies: 25%

Education: Ph.D., Economics, University of Chicago (1991)

Academic Experience: Co-Director of Undergraduate Studies in Economics; Affiliated Faculty Member, Center for East Asian Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Labor economics, economics of developing countries; human capital and spatial wage distributions

Courses Taught: Elements of Economic Analysis; Introduction to International Finance; Undergraduate Honors Workshop

Number of Dissertations/Theses Supervised in Past 5 Years: M.A. 17, B.A. 25

Distinctions: N/A

Most Recent Publications:

- *Human Capital Creation and Utilization in Taiwan*, in E. Thorbecke and H. Wan, Jr.: Taiwan's Development Experience: Lessons on Roles of Government and Market. Boston; Dordrecht and London: Kluwer Academic, pp. 249-67, 1999.
- *Spillovers from Local Market Human Capital and the Spatial Distribution of Productivity in Malaysia*, with Timothy G. Conley and Fredrick Flyer, *Advances in Economic Analysis and Policy*, 3(1), pp. 1- 45, 2003.

TSIANG, Katherine R.	Year Appointed: 1996
	Tenure Status: N/A

Title and Department(s): Associate Director, Center for the Art of East Asia, Department of Art History

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Department of History of Art, University of Chicago (1996)

Academic Experience: Supervisor of East Asian Art Research Materials, Department of History (1996-2003), Board Member, Asian Art Council, Art Institute of Chicago (2004-present); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, French = 3, Japanese = 2, German = 1

Research/Teaching Specializations: Chinese Buddhist art; Chinese ceramics and material culture; cultural interactions and political rhetoric in the production of art in medieval China

Courses Taught: The Divine Body in Asian Visual Culture—the First Millennium C.E.

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Metropolitan Center for Far Eastern Art Studies Grant (2000)

Recent Publications:

- *A Companion to Chinese Art*, co-edited with Martin J. Powers, Oxford: Wiley Blackwell, 2015.
- *A Sixth-century Bodhisattva Head from Longmen*, *Arts of Asia*, v. 47, no. 4, 118-127, 2017.

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WANG, Xiaorong

Year Appointed: 2017

Tenure Status: N/A

Title and Department(s): Lecturer, East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A. Teaching Chinese as a Foreign Language, East China Normal University (2009)

Academic Experience: Member, American Council of Teaching Foreign Language; Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Chinese language pedagogy; curriculum design and instructions; performance-based learning; hybrid learning and other computer-assisted learning; Chinese film course and culinary culture

Courses Taught: Chinese Modern Language; Chinese Culinary Culture

Pedagogy Training: ACTFL Oral Proficiency Interview (OPI) Certified Tester in Chinese; The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) Rater in Chinese

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- National Resource Center (NRC) Sociocultural Event Grant (2015-2016)
- National Resource Center (NRC) Professional Development Grant (2015-2017)
- Chester A. and Mildred H. Raasch '45 Scholarship Fund (2016-2017)

Recent Publications: N/A

WANG, Youqin

Year Appointed: 1999

Tenure Status: N/A

Title and Department(s): Senior Lecturer in Chinese, East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Chinese Literature, Chinese Academy of Social Sciences, Beijing, China (1988)

Academic Experience: Director, Chinese Language Program, Department of East Asian Languages and Civilizations (2002-2017); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Using computer technology for language learning; cultural comparison; history of the Chinese Cultural Revolution

Courses Taught: Elementary, Intermediate, and Advanced Modern Chinese; Classical Chinese

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Pedagogy Training: American Council on Teaching Foreign Languages Annual Meeting (2001); Organizational Committee Member for “Reflecting on the Future of Chinese Language Pedagogy”; Pedagogy workshops at Chicago Language Center

Distinctions:

- Chan's Journalism and Culture Foundation Award (2001)
- The Ninth Annual Press Award for the Best Magazine Article, Hong Kong Journalists Association (2004)
- National Endowment for Democracy for publication grant (2004)

Most Recent Publications:

- *Victims of the Cultural Revolution -- An Investigative Account of Persecution, Imprisonment and Murder*, Hong Kong: Kaifang Press, 2004.
- *Victims of the Cultural Revolution: A People's History*, One World Publications, forthcoming.

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WEDEMEYER, Christian	Year Appointed: 2003
Tenure Status: Tenured	

Title and Department(s): Associate Professor of the History of Religions, Divinity School

Time (%) Dedicated to East Asian Studies: 10%

Education: Ph.D., Religion, Columbia University (1999)

Academic Experience: Chair, Committee on Nominations (Officers of Society); American Oriental Society (2009-2010); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Sanskrit = 3, Tibetan = 4, Pale = 2, French = 2, German = 2, Japanese = 1

Research/Teaching Specializations: History of modern scholarship on religion and culture; issues of history, textuality, and ritual in Buddhist traditions; Tibetan Buddhism

Courses Taught: Classical Theories of Religion; Introduction to the Study of Religion

Number of Dissertations/Theses Supervised in Past 5 Years: 6 Ph.D., 6 M.Div.

Distinctions:

- Award for Excellence in the Study of Religion: Historical Studies from the American Academy of Religion (2003)
- Elected Member of the American Society for the Study of Religion (2012)

Recent Publications:

- *Making Sense of Tantric Buddhism: History, Semiology, and Transgression in the Indian Traditions*, South Asia Across the Disciplines Series, New York: Columbia University Press, 2013.

WERNER, Jake	Year Appointed: 2015
Tenure Status: Tenure Track	

Title and Department(s): Assistant Professor in the Social Sciences, Collegiate Division

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., History, University of Chicago (2015)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, Classical Chinese = 2, Japanese = 2, French = 2, Spanish = 2

Research/Teaching Specializations: Modern Chinese history - urban history, labor history, history of Capitalism; political economy; globalization; and critical theory

Courses Taught: Self, Culture and Society

Number of Dissertations/Theses Supervised in Past 5 Years: B.A. 15

Distinctions:

- Fulbright Scholar Postdoctoral Research Fellowship, Taiwan (2014-2015)

Recent Publications:

- 'A vast crucible of electric flame': Shanghai and the emergence of Chinese Marxism, in Joyce C.H. Liu and Viren Murthy (eds.), *East-Asian Marxisms and their Trajectories* London: Routledge, pp. 137-155, 2017.
- *Global Fordism in 1950s Urban China*, *Frontiers of History in China*, Vol. 7, No. 3, pp. 415-441, 2017.

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WOODS, John	Year Appointed: 1970
	Tenure Status: Tenured

Title and Department(s): Professor of Iranian and Central Asian History, Near Eastern Languages and Civilizations, and the College

Time (%) Dedicated to East Asian Studies: 25%

Education: Ph.D., Near Eastern Studies, Princeton University (1974)

Academic Experience: Director, Center for Middle Eastern Studies (1985-1991 & 1998-2004); Member, CEAS Committee on Chinese Studies

Overseas Experience: Japan, Mongolia, Central Asia

Language(s): Persian = 4, Arabic = 4, French = 4, Spanish = 4

Research/Teaching Specializations: Islamic History; Iranian History; Central and South Asian History; Middle Eastern Studies; Silk Roads Studies

Courses Taught: Sources for the Study of Islamic History; Iran and Central Asia

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 15 M.A., 14 B.A.

Distinctions:

- Farabi International Award, UNESCO (1999)
- Quantrell Award for Excellence in Undergraduate Teaching (2014)
- Invitational Fellowship for Research in Japan, Japan Society the Promotion of Science (2017)

Most Recent Publications:

- *Fadlullah Khunji-Isfahani's Tarikh-I Alam-ara-yi Amini*. London: Royal Asiatic Society, 1992.
- *The Aqquyunlu: Clan, Confederation, Empire, revised and expanded edition*, Salt Lake City, University Utah Press, 1999.

WU, Hung	Year Appointed: 1994
	Tenure Status: Tenured

Title and Department(s): Harrie A. Vanderstappen Distinguished Service Professor in Chinese Art History, Department of Art History and Department of East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Art History and Anthropology, Harvard University (1987)

Academic Experience: Director, Center for the Art of East Asia (2002- present); Consulting Curator, Smart Museum of Art (2002- present); Director, OCAT Research Institute, Beijing (2017-present); Chair, Advisory Committee, YUZ Museum, Shanghai (2013-present); Faculty Steering Committee, University of Chicago Center in Beijing (2013-2018); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese=5, Japanese=2

Research/Teaching Specializations: Traditional and modern/contemporary Chinese art

Courses Taught: Mediums and Contexts of Chinese Pictorial Art; Unique and Trend-setting Caves at Dunhuang; Feminine Space in Chinese Art; Landscape and Religion in Chinese Art

Number of Dissertations/Theses Supervised in Past 5 Years: 25 Ph.D., 12 M.A., 10 B.A.

Distinctions:

- ACLS/SSRC/NEH International & Area Studies Fellowship (2012)
- Elected Member, American Philosophical Society (2012)
- Award of Art China (AAC) Best Book Prize on Contemporary Chinese Art (2017)

Recent Publications:

- *Zooming In: Histories of Photography in China*, Chicago: University of Chicago Press, 2016.
- "Space" in Art History, Shanghai: Shanghai Renmin Press, Chinese and English bilingual, 2017.

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WU, Jiaxun Benjamin	Year Appointed: 2011
Tenure Status: N/A	

Title and Department(s): Chinese Studies Librarian, The University of Chicago Library

Time (%) Dedicated to East Asian Studies: 100%

Education: M.L.S, Library & Info Science/Academic Library, San Jose State University;
M.A., History/East Asia-China, University of Southern California

Academic Experience: Co-Chair, Chinese American Librarians Association (CALA) Conference Travel Grant Committee (2016-2017); Co-Chair, Chinese American Librarians Association (CALA) Handbook of Officers Committee (2014-2016); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Intellectual history of China and modern history of China

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Invited/recognized member, Beta Phi Mu International Library & Information Studies Honor Society
- Course Certificate Award for “Leadership Development for a Changing World,” Weissman Group (2003)

Recent Publications:

- *On the Discussion of the Selected Reference Books of Humanities on Qing Dynasty*, The Proceedings of the Eighth Shanghai International Library Forum, p. 353 -360, Shanghai: Shanghai Science and Technological Literature Publishing House, 2016.

XIANG, Ming	Year Appointed: 2010
Tenure Status: Tenured	

Title and Department(s): Associate Professor, Linguistics

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D. Linguistics, Michigan State University (2005)

Academic Experience: Director, Language Processing Lab, Linguistics (2010-present); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Sentence processing, including syntax, semantics and discourse comprehension

Courses Taught: Experimental Method; Contact and Cognition, Language and Human Core; Psycholinguistics; Computational-Psycholinguistics Seminar

Number of Dissertations/Theses Supervised in Past 5 Years: 12 Ph.D., 5 M.A.

Distinctions:

- Editorial Board, *Lingua* (2013, 2015)

Recent Publications:

- “Before” and “after”: investigating the relationship between temporal connectives and chronological ordering using event-related potentials, with Politzer-Ahles, Stephen, and Almeida, Diogo, PLoS ONE, 12, e0175199, 2017.
- *Semantic and pragmatic processes in the comprehension of negation: an event related potential study of negative polarity sensitivity*, with Grove, J. and Giannakidou, A., Journal of Neurolinguistics, 38, 71-88, 2017.

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XIANG, Shan **Year Appointed: 2015**

Tenure Status: N/A

Title and Department(s): Chinese Language Lecturer, East Asian Languages and Civilizations

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A., Teaching English to Speakers of Other Languages, Columbia University (2008)

Academic Experience: Member, Chinese Language Teachers Association (CLTA, International);
Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5, Japanese = 1

Research/Teaching Specializations: Chinese Language Testing and Assessment; Curriculum and Language Activities Design; Task-Based Language Teaching in Chinese Classrooms; Extensive Reading and Vocabulary Learning; Applying Modern Technology in Chinese Classrooms

Courses Taught: Elementary Modern Chinese

Pedagogy Training: Conference Presentations at American Council on the Teaching of Foreign Languages (2010 & 2012); Chinese Language Teachers Association of California (2011 & 2012); Pedagogy workshops at Chicago Language Center

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Undergraduate Instructional Improvement Travel Grant, University of California Davis (2008-2013)
- Distinguished Teaching Award Nominee, University of California Davis (2011-2012)

Recent Publications: N/A

XU, Jin **Year Appointed: 2002**

Tenure Status: N/A

Title and Department(s): Chinese Accessioning Assistant, University of Chicago Library

Time (%) Dedicated to East Asian Studies: 100%

Education: M.S., Biochemistry, Kent State University (1991)

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: N/A

Courses Taught: N/A

Recent Publications: N/A

Major Responsibilities:

- Receive and input all Chinese acquisitions, including gifts of all types
- Process invoices for payment and process serial renewals and claims
- Organize and re-shelf the periodicals section

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XU, Lynn **Year Appointed: 2017**

Tenure Status: *Tenure Track*

Title and Department(s): Collegiate Assistant Professor, Department of Creative Writing

Time (%) Dedicated to East Asian Studies: 25%

Education: Ph.D. in Comparative Literature and Critical Theory, University of California, Berkeley (2014)

Academic Experience: Society of Fellows in the Liberal Arts; Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese =5, German = 4, French = 2, Spanish = 2

Research/Teaching Specializations: Chinese literature; poetry, bilingual poetry

Courses Taught: Intro to Genres: Waste, Reading as a Writer: Hallucinations

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- L.A. Times Book Prize. Finalist (2014)
- NFA Fellowship in Literature (2015-2016)

Recent Publications:

- *Debts & Lessons*, Omnidawn Publishing, 2013.

YAMAGUCHI, Kazuo **Year Appointed: 1991**

Tenure Status: *Tenured*

Title and Department(s): Ralph Lewis Professor of Sociology, Department of Sociology

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Department of Sociology, University of Chicago (1981)

Academic Experience: Chair, Department of Sociology, University of Chicago (2008-2011); Member, Internal Review Board (IRB), University of Chicago (2013-2016); Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan

Language(s): Japanese = 5

Research/Teaching Specializations: Statistical models for social data and mathematical models for social phenol; exchange networks and women's occupant careers in Japanese society

Courses Taught: Social Stratification; Japanese Society; Event History Analysis

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 8 M.A., 10 B.A.

Distinctions:

- Susan Colver Rosenberger Prize from the University of Chicago for the doctoral dissertation to honor "constructive and original research in sociology" (1984)

Recent Publications:

- *New Regression Models with Egocentric Social Network Data: An Analysis of Political Party Preference in Japan*, Sociological Methodology, vol. 43, pp. 312-345, 2013.
- *On the Determinants of Gender Gap in the Proportion of Managers among White-Collar Regular Employees*, The Japanese Journal of Labour Studies 648:17-32, 2014.
- *A Comparison of the Determinants of Low Marital Fertility between Korean and Japan*, Korean Journal of Sociology, 2016.
- *Decomposition Analysis of Segregation*, Sociological Methodology, vol. 47, pp. 246-273, 2017.

YANG, Dali	Year Appointed: 1992
	Tenure Status: <i>Tenured</i>

- *China's Troubled Quest for Order: Leadership, Organization and the Contradictions of the Stability Maintenance Regime*, Journal of Contemporary China, vol. 103, 2017.
- *The Politics of Quality-of-Life Issues: Food Safety and Political Trust in China*, with Xiaolong Wu and Lijun Chen, Journal of Contemporary China, February 2017.

YANG, Jun	Year Appointed: 2002
	Tenure Status: N/A

- *Back to the Basic: A Synchronic Analysis of Particle le in Modern Chinese*, Journal of the Chinese Language Teachers Association. 38(1), pp. 77-96, 2003.
- *The Acquisition of Tense-Aspect System in a Second Language* Beijing, China Renmin University Press. pp: 212-236, 2007.

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YAO, Alice

Year Appointed: 2012

Tenure Status: Tenured

Title and Department(s): Associate Professor, Department of Anthropology

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Archaeology, Department of Anthropology, University of Michigan (2008)

Academic Experience: Field Director, Sino-American Collaborative Archaeological Survey: Bronze Age Landscapes of the Dian Kingdom, Yunnan, China; Lab Director, Liangchengzhen Archaeology Project; Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Archaeology of Southwestern China and mainland Southeast Asia; Bronze Age; history of science and technology; imperialism and colonialism; writing and literacy; politics of indigeneity and quantitative methods

Courses Taught: Material Worlds; Archaeological Writing; Landscape Survey; Colonizations; Archaeological Data Sets; Death, the Body, and the Ends of Life; East Asia Before Confucius; Self Culture and Society

Number of Dissertations/Theses Supervised in Past 5 Years: 12 Ph.D., 9 M.A., 5 B.A.

Distinctions: Franke Institute for the Humanities, Residential Faculty Fellowship (2014-2015)

Recent Publications:

- *The Ancient Highlands of Southwest China: An Archaeological History from the Bronze Age to the Han Empire*, Oxford: Oxford University Press, 2016.
- *Politics of Time on the Southwest Frontier of China's Han Empire*, *American Anthropologist*, col. 119, no. 1, pp 86-103, 2017.

YIP, Connie

Year Appointed: 2015

Tenure Status: N/A

Title and Department(s): Assistant Director, Programming, Center for East Asian Studies

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A., International Studies, University of Sydney

Professional Experience: Administrator, Center for International Studies, University of Chicago; Project Associate, National Association of Chinese-Americans

Overseas Experience: China

Language(s): Chinese = 4

Brief Job Description:

- Manage and execute implementation plans for all CEAS public events
- Develop, draft, and manage individual program budgets for CEAS faculty and partners
- Prepare detailed reporting and statistical analysis for CEAS event outreach and participation
- Oversee CEAS website and social media content development
- Devise and drive strategic development initiatives to enhance CEAS communications to impact outreach to community and media outlets
- Liaison with student groups and cultural organizations on joint programming initiatives
- Craft content and platforms to showcase CEAS program initiatives (including Title VI), student and faculty research and awards, and prominent alumni profiles
- Coordinate with vendors (domestic and international) to negotiate cost-effective services
- Train and supervise CEAS support staff/student workers

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YOSHIMURA, Ayako **Year Appointed: 2015**

Tenure Status: N/A

Title and Department(s): Japanese Studies Librarian, the University of Chicago Library

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D. in Folklore, University of Wisconsin–Madison (2015)

Academic Experience: Member, Digital Resources Committee, North American Coordinating Council on Japanese Library Resources (2016-present); Co-Chair, Multi-Volume Set Project Grant Committee; North American Coordinating Council on Japanese Library Resources (Member, 2016-2017; Co-Chair, 2017-2018); Member, CEAS Committee on Japanese Studies

Overseas Experience: Japan

Language(s): Japanese = 5, Norwegian = 1

Research/Teaching Specializations: Folklore (belief system; material culture); dress and identity (kimono)

Courses Taught: N/A

Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions:

- Two North American Coordinating Council on Japanese Library Resources' Multi-Volume Set Project grants (2016)

Recent Publications:

- *To Believe and Not to Believe: A Native Ethnography of Kanashibari in Japan*, Journal of American Folklore 128.508, 146–78, 2015.
- *Japan*, edited by Lucy M. Long Lanham, in *Ethnic American Food Today: A Cultural Encyclopedia*, MD: Rowman & Littlefield, vol.1: 327–337, 2015.
- *Japan (East Asia)*, *Japanese American Food*, edited by Lucy M. Long, *Ethnic American Cooking: Recipes for Living in a New World*, Lanham: Rowman & Littlefield, 152–154, 2016.

YU, Alan C. L.

Year Appointed: 2003

Tenure Status: Tenured

Title and Department(s): Professor, Department of Linguistics and The College

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Linguistics, UC Berkeley, 2003

Academic Experience: Director, Phonology Laboratory, University of Chicago (2004-present); Co-Director, Linguistic Institute of the Linguistics Society of America (2015); Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Cantonese = 5, Mandarin = 5, Hakka = 5

Research/Teaching Specializations: Language variation and change; Cantonese and Washo

Courses Taught: Phonological Analysis; Language and the Human; Field Methods; Sociophonetics; Introduction to Phonetics and Phonology; Historical Linguistics; Phonetics; Languages of the World

Number of Dissertations/Theses Supervised in Past 5 Years: 15 Ph.D., 5 M.A., 1 B.A

Distinctions:

- National Science Foundation Grant (2010-2013)
- Standing Committee on Language Education and Research (SCOLAR) Research and Development Projects (2015-2016)
- Fellow of the Linguistics Society of America (2016)

Recent Publications:

- *Vowel-dependent variation in Cantonese /s/ from an individual-difference*, Journal of the Acoustical Society of America, Vol., No. 4, pp. 1672-1690, 2016.

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YU, Karen	Year Appointed: 2016
Tenure Status: N/A	

Title and Department(s): Head, East Asian Technical Services, the University of Chicago Library

Time (%) Dedicated to East Asian Studies: 100%

Education: M.L.S., Syracuse University (2004)

Academic Experience: East Asian specialist on the Committee on Cataloging: Asian and African Materials in the Cataloging and Metadata Management Section of the Association for Library Collections & Technical Services

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Library collections & technical services in academic libraries

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Year: N/A

Distinctions: N/A

Most Recent Publication:

- *A Quick Cataloging Guide for CJK Catalogers: Analysis of the Most Frequent Errors*, CJK Bibliographic Records: Final Report, 2006.

YUAN, Chun-Su	Year Appointed: 1996
Tenure Status: Tenured	

Title and Department(s): Cyrus Tang Professor, Department of Anesthesia & Critical Care

Time (%) Dedicated to East Asian Studies: 25%

Education: Ph.D., Physiology, University of Arizona (1986)

Academic Experience: Director, Tang Center for Herbal Medicine Research; CEAS Affiliated Faculty Member

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Traditional Chinese herbal medicine

Courses Taught: Elementary Particle Physics, Senior Thesis

Number of Dissertations/Theses Supervised in Past 5 Years: 10 Ph.D., 15 M.D.

Distinctions:

- Editor-in-Chief of *The American Journal of Chinese Medicine*
- Editor of the *Textbook of Complementary and Alternative Medicine* (1st & 2nd editions)

Most Recent Publications:

- *Significant dose differences in donepezil purchased from the United States and Canada*, with Wang, C.Z., Du, G.J., Zhen, Z., and Calway, T., *Ann. Intern. Med.* 155: pp. 279-280, 2011.
- *Isolation and analysis of ginseng: advances and challenges*, with Qi, L.W., Wang, C.Z., *Nat. Prod. Rep.* 28: pp. 467-495, 2011.

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YUAN, Ji **Year Appointed: 2012**

Tenure Status: *N/A*

Title and Department(s): Deputy Director, Academic Programs and Government Relations, Center in Beijing, The University of Chicago

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Temple University

Academic Experience: *N/A*

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: *N/A*

Courses Taught: *N/A*

Number of Dissertations/Theses Supervised in Past 5 Years: *N/A*

Brief Job Description:

- Plan and execute new objectives for the Beijing Center's student programs and external affairs
- Manage government relations and supervise communications of the Center in Beijing

ZEITLIN, Judith **Year Appointed: 1994**

Tenure Status: *Tenured*

Title and Department(s): William R. Kenan, Jr. Professor in Chinese Literature, East Asian Languages and Civilizations, Faculty, Committee on Theater & Performance Studies

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., East Asian Languages and Civilizations, Harvard University (1988)

Academic Experience: Chair, Department of East Asian Languages and Civilizations (2004-2007); Member, Executive Committee of the Center for East Asian Studies (2004-2007); Faculty Advisory Board, University of Chicago Center in Hong Kong (2014-2019)

Overseas Experience: China

Language(s): Chinese = 4, Japanese = 2, French = 2

Research/Teaching Specializations: Ming-Qing literature; cultural history and the arts, with specialties in Chinese opera and the classical tale

Courses Taught: The Literary Life of Things in China; Introduction to Classical Chinese Poetry; Traditional East Asian Literature: Ghosts and the Fantastic; Palace of Lasting Life: History, Drama, Fantasy; Media Aesthetics; Actors and Playwrights in Chinese Theater

Number of Dissertations/Theses Supervised in Past 5 Years: 12 Ph.D., 8 M.A., 6 B.A.

Distinctions:

- Guggenheim Foundation Fellowship (2011-2013)
- American Council of Learned Societies Fellowship (2011-2013)
- Gray Center Mellon Fellowship for Arts Practice and Scholarship (2016)

Recent Publications:

- *Chinese Opera Film*, with Paola Iovene, Special issue of *The Opera Quarterly*, vol. 26, nos. 3-4, 2010.
- *Toward a Visual Culture of Chinese Opera*, *Performing Images: Opera in Chinese Visual Culture*, Chicago: Smart Museum of Art: pp. 14-29, 2014.
- *Performing Images: Opera in Chinese Visual Culture*, with Yuhang Li, Exhibition Catalogue, Chicago: Smart Museum of Art, 2014.

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ZHAO, Dingxin	Year Appointed: 1996
Tenure Status: Tenured	

Title and Department(s): Max Palevsky Professor, Department of Sociology

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Department of Sociology, McGill University (1995); Ph.D., Department of Entomology, McGill University (1990)

Academic Experience: Director, Center for Advanced Studies for Humanities and Social Sciences, Zhejiang University (2014-present); President, North American Chinese Sociologists' Association (2005-2008); Chair, China Committee, Center for East Asian Studies, University of Chicago (2005-2009)

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: Social movements; nationalism; comparative historical sociology; social change and economic development; 1989 Pro-Democracy Movement in China

Courses Taught: Sociology of China; Revolutions and Rebellions in Twentieth-Century China; War and State Formation in Early China

Number of Dissertations/Theses Supervised in Past 5 Years: 15 Ph.D., 15 M.A., 3 B.A

Distinctions:

- One Thousand Talent Professor of China, Zhejiang University (2012)
- The American Sociological Association's 2016 Political Science Section Distinguished Book Award (2016)

Recent Publications:

- *Politics of Legitimacy: The State-Society Relations in Contemporary China*, Taipei: Taiwan University Press, 2017.

ZHOU, Yuan	Year Appointed: 1998
Tenure Status: N/A	

Title and Department(s): Curator, East Asian Collection, University of Chicago Library

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Library & Information Science, University of Illinois, Urbana-Champaign (1994)

Academic Experience: Member, CEAS Executive Committee and CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: China's Cultural Revolution; history of Chinese books and Printing; East Asian librarianship

Courses Taught: N/A

Number of Dissertations/Theses Supervised in Past 5 Years: N/A

Distinctions: N/A

Recent Publications:

- *Historical Dictionary of the Chinese Cultural Revolution, 2nd Edition*, with Guo Jian and Yongyi Song, Lanham, Boulder, New York, London: Rowman & Littlefield, 2015.
- *Commemorating a Gathering of Friends: The Lanting Xu Rubbing*, in *China: Visions through the Ages*, ed. by Lisa C. Niziolek and Deborah A. Bekken, Chicago: The University of Chicago Press, 2018.
- *Sealed in Time: A Manuscript from Dunhuang*, in *China: Visions through the Ages*, ed. by Lisa C. Niziolek and Deborah A. Bekken, Chicago: The University of Chicago Press, 2018.

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Language Key: 5 = Native, 4 = Fluent, 3 = Advanced, 2 = Intermediate, 1 = Beginner

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ZHU, Xiaoquan

Year Appointed: 1994

Tenure Status: N/A

Title and Department(s): Chinese Cataloging Assistant, University of Chicago Library

Time (%) Dedicated to East Asian Studies: 100%

Education: M.A. Philosophy, Fudan University, 1986; M.A. Religion, University of Chicago (1994)

Academic Experience: N/A

Overseas Experience: China

Language(s): Chinese = 5

Research/Teaching Specializations: N/A

Distinctions: N/A

Recent Publications: N/A

Major Responsibilities:

- Utilize OCLC cataloging utility to perform copy cataloging and create bibliographic, holding, and item records for Chinese books, serials, and other materials
- Update holdings and item records in the local integrated library system
- Perform assigned tasks for Chinese cataloging out-sourcing projects

ZIPORYN, Brook A.

Year Appointed: 2012

Tenure Status: Tenured

Title and Department(s): Professor of Chinese Philosophy, Divinity School

Time (%) Dedicated to East Asian Studies: 100%

Education: Ph.D., Chinese/Philosophy: University of Michigan (1996)

Academic Experience: Member, CEAS Committee on Chinese Studies

Overseas Experience: China

Language(s): Chinese = 4, Mandarin = 4, Japanese = 3

Research/Teaching Specializations: Chinese philosophy, religion and culture; Buddhist philosophy and culture; comparative philosophy; ontology; metaphysics; ethics; epistemology; Neo-Tiantai thought

Courses Taught: Tiantai Meditation Texts, Reading *Daodejing* and its Commentaries, Reading *Zhuangzi* and its Commentaries; Zhanran's *Diamond Scalpel: The Buddha-Nature of Insentient Beings*; Classical Confucianism; Neo-Confucianism

Number of Dissertations/Theses Supervised in Past 5 Years: 12 Ph.D., 12 M.Div., 8 B.A.

Distinctions:

- National Endowment for the Humanities/American Council of Learned Societies Research Fellowship (2005-2006)
- Fulbright Fellowship for Research in Taiwan (2005-2006)

Recent Publications:

- *Beyond Oneness and Difference: Li 理 and Coherence in Chinese Buddhist Thought and its Antecedents*, Albany: State University of New York Press, 2013.
- *Emptiness and Omnipresence: The Lotus Sutra and Tiantai Buddhism*, Bloomington: Indiana University Press, 2016.

POSITION DESCRIPTIONS

Budget Narrative: A.2.c - Graduate Instructors 3rd Level Korean Language Courses

3rd Level Korean is a crucial and necessary component in EALC instruction. The Graduate Instructor will be a sole instructor under the guidance of the EALC Korean Language Program Director. Although the Director may design the course and provide course materials, the Graduate Instructor will design the daily lesson plans using a communicative approach, and continue to develop course materials, assignments, and appropriate evaluation and testing methods throughout the course. Course materials should be up-to-date so that students can learn about the multi-faceted contexts of current events and culture in contemporary Korea. Diverse perspectives and viewpoints must always be presented. In addition to conducting a lecture, the Graduate Instructor will meet students outside the classroom in order to assist students with individual projects developing advanced language proficiencies. The Graduate Instructor is also responsible for grading all assignments and providing constructive feedback to students. Eligibility: All lectures will be conducted in Korean, so the Graduate Instructor must have native or near-native Korean proficiency. Required contact hours: two, 90-minute sessions per week and office hours.

UC, in coordination with the union representing non-tenure track faculty, provides a standard rate for all graduate students across the university serving as graduate instructors for language courses. The rate is \$6,000 per course.

Budget Narrative: A.2.d – Graduate Instructor 4th Level EALC Media Course

4th Level EALC media courses in Chinese, Japanese and Korean are a crucial and necessary component in advanced language instruction. The Graduate Instructor will be a sole instructor under the guidance of the relevant EALC Language Program Director. Although the Director may assist in designing the course, the Graduate Instructor will provide the daily lesson plans using a communicative approach and develop course materials, assignments, and appropriate evaluation and testing methods throughout the course. Course materials should incorporate authentic, primary source materials and multi-media pedagogy (e.g., utilization of films, newspapers, tv series, subtitling, plays, performances, advertising, magazines, etc.) to ensure students not only achieve advanced levels in all “Four Skills” (listening comprehension, speaking, reading, and writing), but also advanced cultural and sociolinguistic proficiencies. Materials should be up-to-date so that students learn about the multi-faceted contexts of current events and culture in contemporary East Asia. Diverse perspectives and viewpoints must always be presented. In addition to conducting a lecture, the Graduate Instructor will meet students outside the classroom in order to assist students with individual projects developing advanced language proficiencies. The Graduate Instructor is also responsible for grading all assignments and providing constructive feedback to students. Eligibility: All lectures will be conducted in Chinese, Japanese or Korean, so the Graduate Instructor must have native or near-native CJK proficiency. Required contact hours: two, 90-minute sessions per week and office hours.

UC, in coordination with the union representing non-tenure track faculty, provides a standard rate for all graduate students across the university serving as graduate instructors for language courses. The rate is \$6,000 per course.

Budget Narrative: E.1.a - Course Development and Enhancement for EA Media and LxC Components

Budget Narrative: E.2.b – Digital Humanities Methods for Japanese and Chinese Studies

Budget Narrative: E.2.c – East Asian Translation Across Disciplines

The above-mentioned, faculty-led programs incorporate important plans for faculty to hire and train student research assistants (RAs). This involves circulation of individualized position descriptions and posting on internal UC student employment websites to ensure appropriate advertising. The faculty then vet applications and CVs for appropriate skill sets and advanced language proficiencies. The UC standard rate for RAs is between \$15.00-\$20.00/hour.

E.1.a will involve the hiring and training of RAs to conduct specialized research, subtitle video materials, digitize collections, and collate other authentic, primary source materials to be utilized during EAS course instruction. Such support will also enhance the development of additional LxC courses and discussion sessions. The RA rate will be \$15.00/hour and course development projects will vary in the number of hours of work required.

E.2.b will involve the hiring and training of RAs for tasks related to the creation and analysis of Japanese and Chinese digital text collections. This includes digitization of archival material; curation of metadata related to this material; and the application and development of tools for computational analysis of the digitized texts. RAs will be trained to use OCR software, data cleaning and database software, and programming techniques associated with text and data mining of Japanese and Chinese language sources. The faculty-leads for this project have an extensive amount of expertise in these areas and will build on an already robust curricular and technical infrastructure for supporting digital humanities projects. They estimate 2 RAs working 120 hours at \$15.00/hour (\$3,600) in Year 3 and Year 4 of the grant.

E.2.c. will support faculty-led publication projects training advanced graduate students in translation techniques across disciplines. RAs will be hired and trained in order to produce translations of scholarly and literary materials for publication, thereby building professional skills and publishing profiles in diverse fields of expertise. CEAS will administer an annual call for proposals for faculty projects to be vetted by the CEAS Executive Committee. We estimate the project will support 2 RAs working at \$15.00/hour (\$3,600) in all 4 years of the grant.

APPENDIX 2

EAST ASIAN COURSE AND ENROLLMENTS - AY 2016-2017, AY 2017-2018, and AY 2018-2019

Key for Course Appendix

**	Course supported or will be supported with Title VI NRC funds
NEW	New course development
LxC	Curricular enrichment that provides students with opportunities to use their LCTL skills in Chinese, Japanese or Korean in non-language courses across disciplines and contexts
2018-2019 *	Anticipated course offerings for AY 2018-2019
% EA Content	Percentage of East Asian content according to course instructor and department
UG	Undergraduate students - <i>enrollment for AY 2016-2017</i>
G	Graduate students – <i>enrollment for AY 2016-2017</i>
Other	Professional school students, continuing education students, or audit students – <i>enrollment for AY 2016-2017</i>
UGD	Denotes undergraduate course in cross-listed course column
GRD	Denotes graduate course in cross-listed course column
TBA	To be announced

DIVISION OF BIOLOGICAL SCIENCES

Biological Sciences	D-1
Committee on Clinical and Translational Science	D-1

DIVISION OF HUMANITIES

Art History	D-1
Cinema and Media Studies	D-2
Classics	D-4
Comparative Literature	D-4
Comparative Race and Ethnic Studies	D-4

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Creative Writing	D-5
East Asian Languages and Civilizations	D-5
<i>EALC General</i>	D-5
<i>Chinese</i>	D-8
<i>Japanese</i>	D-11
<i>Korean</i>	D-12
English	D-13
Humanities	D-13
Human Rights	D-15
Linguistics	D-15
Music	D-16
Social Thought	D-16
South Asian Languages and Civilizations	D-17

DIVISION OF SOCIAL SCIENCES

Anthropology	D-18
Comparative Human Development – Interdisciplinary Program	D-19
Environmental and Urban Studies	D-19
Gender and Sexuality Studies	D-20
History	D-20
History, Philosophy and Social Studies of Science and Medicine	D-22
International Relations	D-22
International Studies (renamed Global Studies in 2018)	D-23
Near Eastern History and Civilizations	D-24
Political Science	D-25
Public Policy Studies – Interdisciplinary Program	D-25
Sociology	D-26
Social Sciences	D-27

NEW COLLEGIATE DIVISION

New Collegiate Division	D-28
Fundamentals: Issues and Texts	D-28

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STUDY ABROAD D-29

PROFESSIONAL SCHOOLS AND PROGRAMS

Booth School of Business	D-29
Chicago Center for Teaching Excellence (renamed Chicago Center for Teaching).....	D-30
Divinity School	D-30
<i>Anthropology and Sociology of Religion</i>	D-30
<i>Biblical Studies</i>	D-30
<i>Special Courses in Divinity</i>	D-30
<i>Religious Studies</i>	D-30
<i>Philosophy of Religions</i>	D-31
Graham School of Continuing Liberal and Professional Studies	D-31
<i>Basic Program of Liberal Education for Adults</i>	D-31
<i>International Political Economy – Certificate Program</i>	D-32
<i>Liberal Arts (East Asia – New China Program)</i>	D-32
<i>Master of Liberal Arts</i>	D-32
Harris School of Public Policy	D-33
Law School	D-33
School of Social Service Administration.....	D-34
The University of Chicago Urban Teacher Education Program	D-35

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APPENDIX 2: East Asian Course Offerings (AY 2016-2017, AY 2017-2018 and AY 2018-2019)

Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-	2018-				
						Term	Hrs/Wk	UG	G	Other	Total	2018	2019*				
DIVISION OF BIOLOGICAL SCIENCES																	
BIOLOGICAL SCIENCES																	
BIOS 27810	1	Global Health Sciences I: Epidemiology and Public Health	Lauderdale, Diane Sperling	25% ~ Course includes East Asian case studies.		Fall	3	32	0	3	35	x	x				
BIOS 29323	1	Health Care and the Limits of State Action - NEW	Saussy, Haun	25% ~ Course includes East Asian case studies due to faculty expertise.	BIOS 29323 1 (UGD); HMRT 28602 1 (UGD); CMLT 28900 1 (UGD); BPRO 28600 1 (UGD); KNOW 27006 1 (UGD)	Winter	3					-	-	-	-	x	x
BIOS 29812	99	Global Health Sciences III: Topics in Global Health	Olopade, Christopher O; Olopade, Olufunmilayo	25% ~ Course includes East Asian case studies.		Spring	3					-	-	-	-	x	x
TOTAL, Biological Sciences								32	0	3	35						
COMMITTEE ON CLINICAL AND TRANSLATIONAL SCIENCE																	
CCTS 43000	1	Introduction to Global Health	Babcock, Christine Anne	25% ~ Course includes East Asian case studies.	CCTS 43000 1 (GRD); BIOS 29294 1 (UGD); PBPL 29294 1 (UGD)	Winter	3	20	0	0	20	x	x				
TOTAL, Committee on Clinical and Translational Science								20	0	0	20						
TOTAL, DIVISION OF BIOLOGICAL SCIENCES								52	0	3	55						
DIVISION OF HUMANITIES																	
ART HISTORY																	
ARTH 10100	1D03	Introduction to Art	Wu, Hung	25% ~ Course includes East Asian content due to faculty expertise.		Spring	3	46	0	0	46	x	x				
ARTH 15600	1	20th Century Art	Zhurauliova, Tatsiana	25% ~ Course includes East Asian case studies.		Fall	3					-	-	-	-	x	x
ARTH 16100	1	Art of The East: China	Wu, Hung	100%	ARTH 16100 1 (UGD); EALC 16100 1 (UGD)	Winter	3									x	x
ARTH 16800	1	Art of Japan	Foxwell, Chelsea	100%	ARTH 16800 1 (UGD); EALC 16806 1 (UGD)	Winter	3					30	0	0	30		x
ARTH 16910	1	Modern Japanese Art and Architecture **	Foxwell, Chelsea	100%	ARTH 16910 1 (UGD); EALC 16911 1 (UGD)	Spring	3					26	0	0	26		x
ARTH 18606	1	Structuring China's Built Environment - NEW	Lin, Wei-Cheng	100%	EALC 18606	Winter	3					-	-	-	-	x	x
ARTH 24602	1	Mediums and Contexts of Chinese Pictorial Art	Wu, Hung	100%	EALC 43622; EALC 24622; ARTH 34602	Fall	3					-	-	-	-	x	x

** Courses supported or will be supported with Title VI NRC funds
Please note cross-listed courses are not double-counted.

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APPENDIX 2: East Asian Course Offerings (AY 2016-2017, AY 2017-2018 and AY 2018-2019)

Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
ARTH 24650	1	Chinese Pagoda	Lin, Wei-Cheng	100%		Winter	3	-	-	-	-	x	x
ARTH 29400	1	Feminine Space in Chinese Art	Wu, Hung	100%	ARTH 29400 1 (UGD); EALC 37708 1 (GRD); EALC 27708 1 (UGD); ARTH 39400 1 (GRD); KNOW 27003 1 (UGD); KNOW 37003 1 (GRD)	Spring	3	5	14	0	19		x
ARTH 44909	1	Seminar: Japanese Handscroll Paintings - NEW **	Foxwell, Chelsea	100%	ARTH 44909 1 (GRD); EALC 42609 1 (GRD)	Spring	3	0	9	0	9		x
ARTH 45005	1	Landscape and Religion in Chinese Art	Wu, Hung	100%	ARTH 45005 1 (GRD); EALC 45005 1 (GRD)	Winter	3	0	13	0	13		x
ARTH 47400	1	Chinese Art and Agency - NEW	Lin, Wei-Cheng	100%	ARTH 47400 1 (GRD); EALC 47400 1 (GRD)	Spring	3	-	-	-	-	x	x
ARTH 48209	1	Unique and Trend-setting Caves at Dunhuang	Wu, Hung	100%	ARTH 48209 1 (GRD); EALC 48209 1 (GRD)	Winter	3	-	-	-	-	x	x
ARTH 49800	1	Independent Research: Art - Japanese	Foxwell, Chelsea	100%		Winter	3	0	2	1	3	x	x
ARTH 49800	19	Independent Research: Art - Chinese	Wu, Hung	100%		Fall	3	-	-	-	-	x	x
ARTH 49808	32	Qualifying Paper Course I - Chinese Art History	Lin, Wei-Cheng	100%		Fall	3	-	-	-	-	x	x
ARTH 49808	1	Qualifying Paper Course I - Japanese Art History	Foxwell, Chelsea	100%		Fall	3	0	1	0	1	x	x
ARTH 49808	19	Qualifying Paper Course I - Chinese Art History	Wu, Hung	100%		Fall	3	0	2	0	2	x	x
ARTH 49809	1	Qualifying Paper Course II - Japanese Art History	Foxwell, Chelsea	100%		Winter	3	0	1	0	1	x	x
ARTH 49809	19	Qualifying Paper Course II - Chinese Art History	Wu, Hung	100%		Winter	3	0	2	0	2	x	x
TOTAL, Art History								107	44	1	152		
CINEMA AND MEDIA STUDIES													
CMST 10100	1	Introduction to Film-I	Tsunoda, Takuya	25% ~ Course includes East Asian case studies.	CMST 10100 1 (UGD); ENGL 10800 1 (UGD); ARTV 20300 1 (UGD); ARTH 20000 1 (UGD)	Winter	3	-	-	-	-	x	x
CMST 14400	1	Film and the Moving Image	Tsunoda, Takuya	25% ~ Course contains East Asian content due to faculty expertise.		Spring	3	-	-	-	-	x	x
CMST 14519	1	Global Melodrama - NEW	Skvirsky, Salome Aguilera	25% ~ Course contains East Asian content.		Spring	6	4	0	0	4		x
CMST 24615	1	Chinese Musicals - NEW **	Dong, Xinyu	100%		Spring	6	5	0	0	5		x
CMST 24915	1	Visions of Japanese Cinema and Contemporary Media - NEW	Tsunoda, Takuya	100%		Fall	3	5	0	0	5		x
CMST 24919	1	Japanese Cinema 1950-Present	Tsunoda, Takuya	100%	CMST 24919 1 (UGD); EALC 24919 1 (UGD)	Winter	3	-	-	-	-	x	x

**** Courses supported or will be supported with Title VI NRC funds**
Please note cross-listed courses are not double-counted.

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APPENDIX 2: East Asian Course Offerings (AY 2016-2017, AY 2017-2018 and AY 2018-2019)

Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
CMST 24923	1	Contemporary Media in Japan - NEW	Tsunoda, Takuya	100%	CMST 24923 1 (UGD); CMST 34923 1 (GRD)	Spring	3	-	-	-	-	x	x
CMST 24924	1	(Re-)Presenting the Real: Nonfiction Cinema in Japan and East Asia	Tsunoda, Takuya	100%		Spring	6	7	2	0	9		
CMST 26302	1	Emst Lubitsch: An International Style	Dong, Xinyu	25% ~ Course includes East Asian content for comparison due to faculty expertise.	CMST 26302 1 (UGD); CMST 36302 1 (GRD)	Spring	6	3	0	1	4		
CMST 28500	1	History of International Cinema-1	Gunning, Thomas R	25% ~ Course contains East Asian content.	CMST 28500 1 (UGD); CMLT 22400 1 (UGD); ENGL 48700 1 (GRD); ARTH 28500 1 (UGD); ARTH 38500 1 (GRD); CMST 48500 1 (GRD); MAPH 33600 1 (GRD); ARTV 36500 1 (GRD); ARTV 26500 1 (UGD); ENGL 29300 1 (UGD); CMLT 32400 1 (GRD)	Fall	3	26	16	0	42	x	x
CMST 28600	1	History of International Cinema-2	Morgan, Daniel R	25% ~ Course contains East Asian content.	CMST 28600 1 (UGD); CMLT 32500 1 (GRD); ARTH 28600 1 (UGD); CMLT 22500 1 (UGD); MAPH 33700 1 (GRD); CMST 48600 1 (GRD); ARTV 26600 1 (UGD); ARTH 38600 1 (GRD); ENGL 48900 1 (GRD); ENGL 29600 1 (UGD)	Winter	7	28	13	0	41	x	x
CMST 28601	1	History of International Film, Part III: 1960 to Present	Lastra, James F	25% ~ Course contains East Asian content.	CMST 28601 1 (UGD); CMST 38601 1 (GRD)	Spring	6	6	1	0	7	x	x
CMST 59900	23	Reading And Research: Japanese Cinema	Tsunoda, Takuya	100%		Spring	3	0	1	0	1	x	x
CMST 64904	1	Remapping New Waves: New Cinemas, Film Theory and Criticism in Japan - NEW	Tsunoda, Takuya	100%	CMST 64904 1 (GRD); EALC 44904 1 (GRD)	Winter	6	0	4	0	4		x
CMST 69901	1	The Films of Ozu Yasujiro - NEW	Tsunoda, Takuya	100%	CMST 69901 1 (GRD); EALC 56901 1 (GRD)	Fall	3	-	-	-	-	x	
CMST 70000	1	Advanced Study: Cinema & Media Studies	Gunning, Thomas R	25% ~ Course includes East Asian content.		Fall	3	0	27	0	27	x	x
CMST 70000	1	Advanced Study: Cinema & Media Studies	Gunning, Thomas R	25% ~ Course contains East Asian content.		Spring	3	0	34	0	34	x	x
TOTAL, Cinema and Media Studies								84	98	1	183		

**** Courses supported or will be supported with Title VI NRC funds**
Please note cross-listed courses are not double-counted.

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*				
						Term	Hrs/Wk	UG	G	Other	Total						
CLASSICS																	
CLCV 36017	1	Gods and God in Imperial Asia Minor (1-300 CE)	Bresson, Alain	25% ~ Course contains East Asian content.		Spring	3	-	-	-	-	x	x				
TOTAL, Classics								0	0	0	0						
COMPARATIVE LITERATURE																	
CMLT 20510	1	Translation and Translation Theory **	Saussy, Haun	25% ~ Course contains East Asian content due to faculty expertise.	CMLT 20510 1 (UGD); CMLT 30510 1 (GRD); SCTH 30510 1 (GRD)	Spring	3	8	3	0	11		x				
CMLT 23302	1	Kurosawa and His Sources - NEW	Solovieva, Olga	100%	CMLT 23302 1 (UGD); CMLT 33302 1 (GRD); EALC 23312 1 (UGD); EALC 33312 1 (GRD); REES 29814 1 (UGD); REES 39814 1 (GRD); SCTH 34012 1 (GRD); CMST 24922 1 (UGD); CMST 34922 1 (GRD)	Spring	3						x				
CMLT 30905	1	Literatures of Eurasia	Feldman, Leah	25% ~ Course includes East Asian content in comparison.	CMLT 30905 1 (GRD); CMLT 20905 1 (UGD); HIST 23603 1 (UGD); HIST 33603 1 (GRD); REES 29812 1 (UGD); NEHC 20705 1 (UGD); NEHC 30705 1 (GRD)	Fall	3						x				
CMLT 41410	1	The Literary Life of Things in China **	Zeitlin, Judith	100%	EALC 41400	Fall	3					-	-	-	-	x	x
CMLT 50106	1	Literary Theory: Pre-Modern, Non-Western, Not Exclusively Literary	Saussy, Haun	25% ~ Course includes East Asian content.		Fall	3					1	10	1	12	x	x
CMLT 70000	1	Advanced Study: Comparative Literature	Saussy, Haun	25% ~ Course contains East Asian content.		Fall	3					0	24	0	24	x	x
CMLT 70000	1	Advanced Study: Comparative Literature	Saussy, Haun	25% ~ Course includes East Asian content.		Spring	3					0	20	0	20	x	x
TOTAL, Comparative Literature								20	63	1	84						
COMPARATIVE RACE AND ETHNIC STUDIES																	
CRES 24002	1	Colonizations -2	Pomeranz, Kenneth	100%	CRES 24002 1 (UGD); SOSC 24002 1 (UGD); HIST 18302 1 (UGD); ANTH 24002 1 (UGD)	Winter	3	22	0	0	22	x	x				
CRES 24002	2	Colonizations -2	Choi, Kyeong-Hee	100%	CRES 24002 1 (UGD); SOSC 24002 1 (UGD); HIST 18302 1 (UGD); ANTH 24002 1 (UGD)	Winter	3					17	0	0	17	x	x

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
CRES 24002	1	Colonizations -2	Hevia, James Louis	100%	CRES 24002 1 (UGD); SOSC 24002 1 (UGD); HIST 18302 1 (UGD); ANTH 24002 1 (UGD)	Spring	3	19	0	0	19	x	x
CRES 27505	1	Asian American Studies	Hsu, Omiela	100%		Fall	3	23	0	0	23	x	x
CRES 27518	1	Race, Ethnicity, and Identity in and Beyond South Asia - NEW	Gardner, Kyle (<i>History PhD student</i>)	50% ~ Course includes East Asian content.	CRES 27518 1 (UGD); HIST 26807 1 (UGD); SALC 27515 1 (UGD)	Winter	3	-	-	-	-	x	x
TOTAL, Comparative Race and Ethnic Studies								81	0	0	81		
CREATIVE WRITING													
CRWR 12126	1	Intro to Genres: Waste - NEW	Xu, Lynn	25% ~ Course includes East Asian content due to faculty expertise.		Fall	3	-	-	-	-	x	x
CRWR 12127	1	Reading as a Writer: Hallucinations - NEW	Xu, Lynn	25% ~ Course includes East Asian content due to faculty expertise.		Fall	3	-	-	-	-	x	x
TOTAL, Creative Writing								0	0	0	0		
EAST ASIAN LANGUAGES AND CIVILIZATIONS													
EALC General													
EALC 10500	1	Major Works of East Asian Buddhism	Copp, Paul F	100%	EALC 10500 1 (UGD); RLST 28610 1 (UGD)	Fall	3	12	0	0	12	x	x
EALC 10508	-	Topics in EALC: Popular Culture, Past & Present	Harper, Donald	100%		-	-	-	-	-	-	x	x
EALC 10510	-	Topics in EALC: East Asian Popular Music	Bourdaghs, Michael	100%		-	-	-	-	-	-		x
EALC 10600	1	Traditional East Asian Literature: Ghosts and the Fantastic - NEW **	Zeitlin, Judith	100%	EALC 10600 1 (UGD); SIGN 26006 1 (UGD)	Spring	5	31	0	0	31		x
EALC 10601	1	Traditional East Asian Literature: Crime and Punishment - NEW	Fox, Ariel	100%	EALC 10601 1 (UGD); CMLT 10601 1 (UGD)	Winter	3	14	0	1	15		x
EALC 10602	1	Topics in EALC: Past, Present, & Future of the Novel	Long, Hoyt	100%		Spring	3	-	-	-	-	x	
EALC 10703	1	Topics in EALC: Contemporary East Asian Horror Cinema - NEW **	Carroll, William James (<i>EALC/CMS PhD student</i>)	100%	EALC 10703 1 (UGD); CMST 14603 1 (UGD); GNSE 10703 1 (UGD)	Winter	3	-	-	-	-	x	x
EALC 10705	1	Topics in EALC: Imagining Environment	Long, Hoyt	100%		-	-	-	-	-	-		x
EALC 19800	1	History of Ancient China	Shaughnessy, Edward L	100%	EALC 19800 1 (UGD); EALC 39800 1 (GRD)	Spring	3	7	4	0	11		x
EALC 14111	1	Modern Japanese Poetry	Tarcov, Marianne Sophie	100%		Winter	3	6	0	0	6		x
EALC 15100	1	Beginning the Chinese Novel	Fox, Ariel	100%	EALC 15100 1 (UGD); FNDL 20301 1 (UGD)	Fall	3	13	0	0	13		x

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
EALC 15405	1	The Dao De Jing: Text, Philosophy and Religion	Zhou, Boqun (<i>EALC PhD student</i>)	100%	EALC 15405 1 (UGD); EALC 35405 1 (GRD); RLST 28617 1 (UGD)	Fall	3	15	0	1	16		x
EALC 20421	1	Japanese Documentary - NEW	Tarcov, Marianne Sophie	100%	EALC 20421 1 (UGD); EALC 30421 1 (GRD); CMST 24921 1 (UGD); CMST 34921 1 (GRD)	Spring	6	9	2	0	11		x
EALC 20441	1	Gender, Sexuality, Security Culture, and Protest in Post 3-11 Japan - NEW	Tarcov, Marianne Sophie	100%	EALC 20441 1 (UGD); EALC 30441 1 (GRD); GNSE 20441 1 (UGD); GNSE 30441 1 (GRD)	Spring	6	10	1	0	11		x
EALC 20800	1	Elementary Literary Chinese-I	Skosey, Laura Anne	100%	EALC 20800 1 (UGD); EALC 20800 1 (GRD)	Fall	3	-	-	-	-	x	x
EALC 22024	1	Mystery Fiction and Japanese Modernity - NEW	Lambrecht, Nicholas Mahood (<i>EALC PhD student</i>)	100%		Spring	3	10	0	0	10		x
EALC 22027	1	The Modern Japanese Novel	Long, Hoyt	100%		Fall	3	12	0	0	12		x
EALC 22032	1	Future Fantasies: Science Fiction and Media History in Japan - NEW	White, Brian Michael (<i>EALC PhD student</i>)	100%	EALC 22032 1 (UGD); CMST 22032 1 (UGD)	Winter	3	24	1	0	25		x
EALC 23902	1	Self-Cultivation and the Way in Traditional Chinese Thought	Copp, Paul F	100%	EALC 23902 1 (UGD); RLST 23902 1 (UGD)	Fall	3	-	-	-	-	x	x
EALC 24255	1	Everyday Maoism: Work, Daily Life, & Material Culture in Socialist China - NEW	Eyferth, Jacob	100%	EALC 24255 1 (UGD); HIST 24507 1 (UGD);	Winter	3	5	15	0	20		x
EALC 24333	1	Actors and Playwrights in Chinese Theater **	Zeitlin, Judith	100%	EALC 24333 1 (UGD); EALC 34333 1 (GRD);	Winter	3	3	5	0	8		x
EALC 24411	1	The Science of Literature - NEW	Long, Hoyt	100%	EALC 34411 (GRD)	-	-	-	-	-	-		x
EALC 24511	1	Three Film Masters of South Korea - NEW **	Park, Hyun Hee (<i>EALC PhD student</i>)	100%	EALC 24511 1 (UGD); CMST 24511 1 (UGD); EALC 34511 1 (GRD)	Fall	3	7	0	0	7		x
EALC 24810	1	Literature and Performance in Medieval Japan	Lazarus, Ashton	100%	EALC 24810 1 (UGD); EALC 34810 1 (GRD); TAPS 28495 1 (UGD); EALC 38495 1 (GRD)	Winter	3	3	1	0	4		x
EALC 24950	1	Fictions of Selfhood in Modern Japanese Literature	Bourdagh, Michael	100%	EALC 24950 1 (UGD); EALC 34950 1 (GRD)	Winter	3	-	-	-	-	x	x
EALC 25000	1	Modern Korean Women's Literature **	Choi, Kyeong-Hee	100%	EALC 25000 1 (UGD); GNSE 25000 1 (UGD); EALC 35000 1 (GRD)	Winter	3	4	4	0	8	x	x
EALC 25301	1	Inventing the Chinese Short Story - NEW	Fox, Ariel	100%	EALC 25301 1 (UGD); EALC 35301 1 (GRD); FNDL 25305 1 (UGD)	Winter	3	-	-	-	-	x	x

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						Term	Hrs/Wk	UG	G	Other	Total		
EALC 26515	1	Literature of the Fantastic and Operatic Adaptation NEW **	Zeitlin, Judith	100%	EALC 26515 1 (UGD); EALC 36515 1 (GRD); TAPS 26515 1 (UGD); TAPS 36515 1 (UGD); MUSI 24618 1 (UGD); MUSI 34618 1 (GRD)	Spring	3	-	-	-	-	x	x
EALC 26800	1	Korean Literature, Foreign Criticism **	Choi, Kyeong-Hee	100%	EALC 26800 1 (UGD); EALC 36800 1 (GRD)	Spring	3	1	2	0	3		x
EALC 27014	1	Voices from the Iron House: Lu Xun	Iovene, Paola	100%	EALC 27014 1 (UGD); EALC 37014 1 (GRD)	Spring	3	9	2	0	11		x
EALC 28015	1	Archaeology of Bronze Age China	Li, Yung-Ti	100%	EALC 28015 1 (UGD); EALC 48015 1 (GRD); ANTH 26760 1 (UGD); ANTH 46760 1 (GRD)	Spring	3	2	5	0	7		x
EALC 28400	1	Modern Chinese Literature: Communities, Media & Selves - NEW	Iovene, Paola	100%	EALC 28400 1 (UGD); EALC 38400 1 (GRD)	Winter	3	-	-	-	-	x	x
EALC 29900	27	Senior Tutorial-3 - Chinese	Eyferth, Jacob	100%		Spring	3	1	0	0	1	x	x
EALC 29500	11	Senior Thesis Tutorial-1 - Japanese	Ketelaar, James Edward	100%		Fall	3	1	0	0	1	x	x
EALC 29500	27	Senior Thesis Tutorial-1 - Chinese	Eyferth, Jacob	100%		Fall	3	2	0	0	2	x	x
EALC 29500	28	Senior Thesis Tutorial-1 - Chinese	Iovene, Paola	100%		Fall	3	1	0	0	1	x	x
EALC 29500	4	Senior Thesis Tutorial-1 - Korean	Choi, Kyeong-Hee	100%		Fall	3	1	0	0	1	x	x
EALC 29500	45	Senior Thesis Tutorial-1 - Chinese	Saussy, Haun	100%		Fall	3	-	-	-	-	x	x
EALC 29500	1	Senior Thesis Tutorial-1 - Chinese	Alitto, Guy S	100%		Fall	3	-	-	-	-	x	x
EALC 29500	27	Senior Thesis Tutorial-1 - Chinese	Eyferth, Jacob	100%		Fall	3	-	-	-	-	x	x
EALC 29500	33	Senior Thesis Tutorial-1 - Japanese	Long, Hoyt	100%		Fall	3	-	-	-	-	x	x
EALC 29600	1	Senior Thesis Tutorial-2 - Chinese, Japanese, Korean	EALC Faculty	100%		Winter	3	6	0	0	6	x	x
EALC 29700	0	Senior Tutorial-3 - Chinese, Japanese, Korean	EALC Faculty	100%		-	-	-	-	-	-	x	x
EALC 36206	1	The Yijing	Shaughnessy, Edward L	100%	EALC 36206 1 (GRD); EALC 26206 1 (UGD)	Fall	3	3	3	0	6		x
EALC 40330	1	City and Text in Late Imperial China	Fox, Ariel	100%	EALC 40330 1 (GRD); HIST 44103 1 (GRD); EALC 20330 1 (UGD)	Fall	3	0	12	0	12		x
EALC 40456	1	Media, History, East Asia - NEW	Long, Hoyt	100%		Fall	3	0	8	0	8		x
EALC 40606	1	The Mu Tianzi Zhuan	Harper, Donald	100%		Winter	3	2	2	0	4		x
EALC 41005	1	Early Chinese Texts	Harper, Donald	100%		Spring	3	1	3	0	4	x	x
EALC 41102	1	Reading Archival Documents from the People's Republic of China	Eyferth, Jacob	100%		Fall	3	0	6	0	6	x	x
EALC 41400	1	The Literary Life of Things in China **	Zeitlin, Judith	100%	EALC 41400 1 (GRD); CMLT 41410 1 (GRD)	Fall	3	-	-	-	-	x	x
EALC 41451	1	Palace of Lasting Life: History, Drama, Fantasy - NEW **	Zeitlin, Judith	100%	EALC 41451 1 (GRD); TAPS 41451 1 (GRD)	Spring	3	0	5	0	5		x

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EALC 42615	1	Henri Bergson in Japan - NEW - LxC	Bourdagh, Michael	100%	EALC 42615 1 (GRD); EALC 22615 1 (UGD)	Spring	3	-	-	-	-	x	x
EALC 43000	1	Censorship in East Asia: The Case of Colonial Korea - NEW **	Choi, Kyeong-Hee	100%	EALC 43000 1 (GRD); EALC 23001 1 (UGD); CRES 33001 1 (GRD)	Spring	3	4	2	0	6	x	x
EALC 44421	1	Rethinking Natsume Soseki - NEW	Abe Austead, Reiko	100%		Fall	3	-	-	-	-	x	
EALC 45025	1	The Real and the Fake in Early Modern China - NEW	Fox, Ariel	100%		Spring	3	-	-	-	-	x	x
EALC 45405	1	The Leftover Zhou Documents	Shaughnessy, Edward L	100%		-	-	-	-	-	-		x
EALC 45801	1	Manuscripts, Material Culture and Ritual Practice	Copp, Paul F	100%	EALC 45801 1 (GRD); HREL 45801 1 (GRD)	Spring	3	-	-	-	-	x	x
EALC 46610	1	Rethinking Meiji Literature: Historicizing Modernity	Bourdagh, Michael	100%		-	-	-	-	-	-		x
EALC 47111	1	Culture Fever: Chinese Literature in the 1980's	Iovene, Paola	100%		Spring	3	-	-	-	-	x	x
EALC 48010	1	Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage	Li, Yung-Ti	100%	EALC 48010 1 (GRD); EALC 28010 1 (UGD)	Winter	3	2	2	0	4	x	x
EALC 49905	1	Translation as Madness, Censorship, Queerness: Modern Japanese Poetry - NEW	Tarcov, Marianne Sophie	100%		Fall	3	0	2	0	2		x
EALC 50002	1	Problems in Contemporary Chinese Literary Studies	Iovene, Paola	100%		Spring	3	0	3	0	3	x	x
EALC 50100	1	Chinese Religious Manuscripts and Epigraphy	Copp, Paul F	100%	EALC 50100 1 (GRD); HREL 50104 1 (GRD)	Fall	3	0	7	0	7	x	x
EALC 51010	1	Archaeology of Bronze Age China Advanced Seminar	Li, Yung-Ti	100%	EALC 51010 1 (GRD); ANTH 56151 1 (GRD)	Spring	3	-	-	-	-	x	x
EALC 58011	1	Archaeology of Craft Production: Theories and Case Studies	Li, Yung-Ti	100%	EALC 58011 1 (GRD); ANTH 58011 1 (GRD)	Spring	3	0	2	0	2	x	x
EALC 60000	10	Rdg Course: Spec Topic EALC - Japanese	Ketelaar, James Edward	100%		Fall	3	-	-	-	-	x	x
EALC 65000	17	Directed Translation - Chinese	Shaughnessy, Edward L	100%		Winter	3	0	1	0	1	x	x
EALC 65000	23	Directed Translation - Chinese	Zeitlin, Judith	100%		Winter	3	0	1	0	1	x	x
EALC 65000	27	Directed Translation - Chinese	Eyferth, Jacob	100%		Winter	3	0	1	0	1	x	x
EALC 65000	4	Directed Translation - Korean	Choi, Kyeong-Hee	100%		Winter	3	0	1	0	1	x	x
EALC 65000	28	Directed Translation - Chinese, Japanese, Korean	EALC Faculty	100%		Spring	3	0	1	0	1	x	x
EALC 70000	1	Advanced Study: East Asian Languages & Civilizations	Copp, Paul F	100%		All Terms	3	0	28	0	28	x	x
SUBTOTAL, EALC General								221	132	2	355		
Chinese													
CHIN 10100	1	Elementary Modern Chinese-1	Cai, Fangpei	100%		Fall	6	6	0	0	6	x	x
CHIN 10100	2	Elementary Modern Chinese-1	Cai, Fangpei	100%		Fall	6	16	0	1	17	x	x
CHIN 10100	3	Elementary Modern Chinese-1	Kuo, Yi-Lu	100%		Fall	6	10	1	0	11	x	x
CHIN 10100	4	Elementary Modern Chinese-1	Kuo, Yi-Lu	100%		Fall	6	6	0	0	6	x	x
CHIN 10123	91	Summer Intensive Introductory Chinese	Kuo, Yi-Lu	100%		Summer	25	1	2	2	5	x	x
CHIN 10200	1	Elementary Modern Chinese-2	Cai, Fangpei	100%		Winter	6	6	0	0	6	x	x
CHIN 10200	2	Elementary Modern Chinese-2	Cai, Fangpei	100%		Winter	6	15	0	0	15	x	x
CHIN 10200	3	Elementary Modern Chinese-2	Xiang, Shan	100%		Winter	6	4	0	0	4	x	x

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CHIN 10200	4	Elementary Modern Chinese-2	Xiang, Shan	100%		Winter	6	16	0	1	17	x	x
CHIN 10300	1	Elementary Modern Chinese-3	Cai, Fangpei	100%	CHIN 10300 1 (UGD); CHIN 33300 1 (GRD)	Spring	6	10	0	0	10	x	x
CHIN 10300	2	Elementary Modern Chinese-3	Cai, Fangpei	100%	CHIN 10300 1 (UGD); CHIN 33300 1 (GRD)	Spring	6	16	0	0	16	x	x
CHIN 10300	3	Elementary Modern Chinese-3	Xiang, Shan	100%	CHIN 10300 1 (UGD); CHIN 33300 1 (GRD)	Spring	6	6	0	0	6	x	x
CHIN 10300	4	Elementary Modern Chinese-3	Xiang, Shan	100%	CHIN 10300 1 (UGD); CHIN 33300 1 (GRD)	Spring	6	9	0	0	9	x	x
CHIN 11100	1	First-Year Chinese for Bilingual Speakers-1	Yang, Jun	100%		Fall	3	18	0	1	19	x	x
CHIN 11200	1	First-Year Chinese for Bilingual Speakers-2	Yang, Jun	100%		Winter	3	18	0	1	19	x	x
CHIN 11300	1	First-Year Chinese for Bilingual Speakers-3	Kuo, Yi-Lu	100%		Spring	3	13	0	0	13	x	x
CHIN 15000	99	Chinese in Beijing	UChicago Beijing Staff	100%		Fall	-	-	-	-	-	x	x
CHIN 15001	99	Elementary Chinese in Beijing	UChicago Beijing Staff	100%		Fall	6	2	0	0	2	x	x
CHIN 15003	99	Intermediate Chinese in Beijing	UChicago Beijing Staff	100%		Fall	6	-	-	-	-	x	x
CHIN 15005	99	Advanced Chinese in Beijing	UChicago Beijing Staff	100%		Fall	3	3	0	0	3	x	x
CHIN 15007	99	Elementary Chinese in Hong Kong	UChicago Hong Kong Staff	100%		Spring	6	16	0	0	16	x	x
CHIN 15009	99	Intermediate Chinese in Hong Kong	UChicago Hong Kong Staff	100%		Spring	5	3	0	0	3	x	x
CHIN 15011	99	Advanced Chinese in Hong Kong	UChicago Hong Kong Staff	100%		Spring	5	4	0	0	4	x	x
CHIN 20100	1	Intermediate Modern Chinese-1	Li, Meng	100%		Fall	5	10	1	1	12	x	x
CHIN 20100	2	Intermediate Modern Chinese-1	Li, Meng	100%		Fall	5	10	0	1	11	x	x
CHIN 20100	3	Intermediate Modern Chinese-1	Zhou, Boqun (<i>EALC PhD student</i>)	100%		Fall	5	9	0	0	9	x	x
CHIN 20100	99	Intermediate Modern Chinese-1	Wang, Youqin	100%		Summer	35	11	0	1	12	x	x
CHIN 20101	94	Intermediate Modern Chinese for Chicago Public School Students	Yang, Jun	100%		Summer	35	0	0	15	15	x	x
CHIN 20200	1	Intermediate Modern Chinese-2	Li, Meng	100%		Winter	5	7	1	1	9	x	x
CHIN 20200	2	Intermediate Modern Chinese-2	Li, Meng	100%		Winter	5	15	0	0	15	x	x
CHIN 20200	99	Intermediate Modern Chinese-2	Wang, Youqin	100%		Summer	5	11	0	1	12	x	x
CHIN 20300	1	Intermediate Modern Chinese-3	Li, Meng	100%	CHIN 20300 1 (UGD); CHIN 34300 1 (GRD)	Spring	5	9	1	0	10	x	x
CHIN 20300	2	Intermediate Modern Chinese-3	Li, Meng	100%	CHIN 20300 1 (UGD); CHIN 34300 1 (GRD)	Spring	5	13	0	0	13	x	x
CHIN 20300	99	Intermediate Modern Chinese-3	Wang, Youqin	100%		Summer	5	11	0	1	12	x	x
CHIN 20401	1	Advanced Modern Chinese-1	Yang, Jun	100%	CHIN 20401 1 (UGD); CHIN 30100 1 (GRD)	Fall	5	18	1	0	19	x	x
CHIN 20403	1	Advanced Chinese-3	Yang, Jun	100%	CHIN 30300 1 (GRD); CHIN 20403 1 (UGD)	Spring	5	11	1	0	12	x	x
CHIN 20501	1	Fourth-Year Modern Chinese-1	Wang, Youqin	100%	CHIN 20501 1 (UGD); CHIN 41100 1 (GRD)	Fall	3	5	0	0	5	x	x
CHIN 20501	2	Fourth-Year Modern Chinese-1	Kuo, Yi-Lu	100%	CHIN 20501 1 (UGD); CHIN 41100 1 (GRD)	Fall	3	8	1	1	10	x	x
CHIN 20502	1	Fourth-Year Modern Chinese-2	Kuo, Yi-Lu	100%	CHIN 41200 1 (GRD); CHIN 20502 1 (UGD)	Winter	3	11	1	1	13	x	x
CHIN 20503	1	Fourth-Year Modern Chinese-3	Kuo, Yi-Lu	100%	CHIN 41300 1 (GRD); CHIN 20503 1 (UGD)	Spring	3	8	1	0	9	x	x
CHIN 20508	1	Readings In Literary Chinese-1	Harper, Donald	100%	CHIN 40800 1 (GRD); CHIN 20508 1 (UGD)	Spring	3	0	1	0	1	x	x
CHIN 20601	1	Fifth Year Modern Chinese-1	Wang, Youqin	100%	CHIN 20601 1 (UGD); CHIN 51100 1 (GRD)	Fall	3	19	0	1	20	x	x

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
CHIN 20603	1	Fifth-Year Modern Chinese-3	Wang, Youqin	100%	CHIN 51300 1 (GRD); CHIN 20603 1 (UGD)	Spring	3	11	0	0	11	x	x
CHIN 20611	4	Elementary Modern Chinese-1	Xiang, Shan	100%	CHIN 20611 1 (UGD); CHIN 61100 1 (GRD)	Fall	3	9	0	0	9	x	x
CHIN 20800	1	Elementary Literary Chinese-1	Skosey, Laura Anne	100%		Fall	3	1	3	0	4	x	x
CHIN 20900	1	Elementary Literary Chinese-2	Skosey, Laura Anne	100%	CHIN 20900 1 (UGD); CHIN 30900 1 (GRD)	Winter	3	1	2	0	3	x	x
CHIN 21000	1	Elementary Literary Chinese-3	Harper, Donald	100%		Spring	3	2	2	0	4	x	x
CHIN 21100	1	Accelerated Chinese for Bilingual Speakers-1	Jiang, Marie Meiying	100%		Spring	5	13	0	0	13	x	x
CHIN 21200	1	Accelerated Chinese for Bilingual Speakers-2	Jiang, Marie Meiying	100%		Winter	5	8	0	0	8	x	x
CHIN 21300	1	Accelerated Chinese for Bilingual Speakers-3	Jiang, Marie Meiying	100%		Spring	5	7	0	0	7	x	x
CHIN 30100	99	Advanced Modern Chinese-1	Wang, Youqin	100%	CHIN 20401 99 (UGD); CHIN 30100 99 (GRD)	Summer	5	3	0	1	4	x	x
CHIN 30200	1	Advanced Modern Chinese-2	Yang, Jun	100%	CHIN 30200 1 (GRD); CHIN 20402 1 (UGD)	Winter	5	13	1	0	14	x	x
CHIN 30200	99	Advanced Modern Chinese-2	Wang, Youqin	100%	CHIN 20402 99 (UGD); CHIN 30200 99 (GRD)	Summer	5	3	0	1	4	x	x
CHIN 30300	99	Advanced Modern Chinese-3	Wang, Youqin	100%	CHIN 20403 99 (UGD); CHIN 30300 99 (GRD)	Summer	5	3	0	1	4	x	x
CHIN 31100	1	Business Chinese-1	Wang, Xiaorong	100%		Fall	5	-	-	-	-	x	x
CHIN 31200	1	Business Chinese-2	Wang, Xiaorong	100%		Winter	5	-	-	-	-	x	x
CHIN 31300	1	Business Chinese-3	Wang, Xiaorong	100%		Spring	3	-	-	-	-	x	x
CHIN 31801	1	Introduction Classical Chinese Poetry	Zeitlin, Judith	100%	CHIN 31801 1 (GRD); CHIN 21801 1 (UGD); EALC 31801 1 (GRD)	Spring	3	-	-	-	-	x	x
CHIN 40900	1	Readings in Literary Chinese-1	Harper, Donald	100%		Winter	3	-	-	-	-	x	x
CHIN 41100	99	Fourth-Year Modern Chinese-1	Wang, Youqin	100%	CHIN 20501 99 (UGD); CHIN 41100 99 (GRD)	Summer	5	4	0	0	4	x	x
CHIN 41200	99	Fourth-Year Modern Chinese-2	Wang, Youqin	100%	CHIN 41200 99 (GRD); CHIN 20502 99 (UGD)	Summer	3	4	0	0	4	x	x
CHIN 41300	99	Fourth-Year Modern Chinese-3	Wang, Youqin	100%	CHIN 41300 99 (GRD); CHIN 20503 99 (UGD)	Summer	3	4	0	0	4	x	x
CHIN 51200	1	Fifth-Year Modern Chinese-2	Wang, Youqin	100%	CHIN 51200 1 (GRD); CHIN 20602 1 (UGD)	Winter	3	9	0	0	9	x	x
CHIN 60000	0	Reading Course: Special Topic Chinese	EALC Faculty	100%		Spring	5	-	-	-	-	x	x
CHIN 60100	0	Directed Reading: Advanced Chinese	EALC Faculty	100%		Spring	5	-	-	-	-	x	x
SUBTOTAL, Chinese								479	20	33	532		

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
Japanese													
EXAM 76500	1	Language Exam: Japanese Reading	Dursun, Ahmet	100%		Summer	2	0	1	0	1	x	x
JAPN 10100	1	Elementary Modern Japanese-1	Miyachi, Misa	100%		Fall	5	13	2	0	15	x	x
JAPN 10100	2	Elementary Modern Japanese-1	Katagiri, Yoko	100%		Fall	5	13	3	0	16	x	x
JAPN 10100	3	Elementary Modern Japanese-1	Lory, Harumi	100%		Fall	5	13	1	0	14	x	x
JAPN 10123	91	Summer Intensive Introductory Japanese	Katagiri, Yoko	100%		Summer	16	2	4	6	12	x	x
JAPN 10200	1	Elementary Modern Japanese-2	Miyachi, Misa	100%	JAPN 10200 1 (UGD); JAPN 31200 1 (GRD)	Winter	5	11	2	0	13	x	x
JAPN 10200	2	Elementary Modern Japanese-2	Katagiri, Yoko	100%	JAPN 10200 1 (UGD); JAPN 31200 1 (GRD)	Winter	5	7	2	0	9	x	x
JAPN 10200	3	Elementary Modern Japanese-2	Lory, Harumi	100%	JAPN 10200 1 (UGD); JAPN 31200 1 (GRD)	Winter	5	9	1	1	11	x	x
JAPN 10300	1	Elementary Modern Japanese-3	Miyachi, Misa	100%	JAPN 10300 1 (UGD); JAPN 31300 1 (GRD)	Spring	5	12	1	0	13	x	x
JAPN 10300	2	Elementary Modern Japanese-3	Katagiri, Yoko	100%	JAPN 10300 1 (UGD); JAPN 31300 1 (GRD)	Spring	5	7	1	0	8	x	x
JAPN 10300	3	Elementary Modern Japanese-3	Lory, Harumi	100%	JAPN 10300 1 (UGD); JAPN 31300 1 (GRD)	Spring	5	9	1	1	11	x	x
JAPN 20100	1	Intermediate Modern Japanese-1	Katagiri, Yoko	100%		Fall	5	11	5	0	16	x	x
JAPN 20100	2	Intermediate Modern Japanese-1	Miyachi, Misa	100%		Fall	5	14	4	0	18	x	x
JAPN 20200	1	Intermediate Modern Japanese-2	Katagiri, Yoko	100%	JAPN 20200 1 (UGD); JAPN 32200 1 (GRD)	Winter	5	12	10	0	22	x	x
JAPN 20300	1	Intermediate Modern Japanese-3	Katagiri, Yoko	100%	JAPN 20300 1 (UGD); JAPN 32300 1 (GRD)	Spring	5	11	7	0	18	x	x
JAPN 20401	1	Advanced Modern Japanese-1	Lory, Harumi	100%	JAPN 20401 1 (UGD); JAPN 30100 1 (GRD)	Fall	4	5	7	0	12	x	x
JAPN 20402	1	Advanced Modern Japanese-2	Lory, Harumi	100%	JAPN 30200 1 (GRD); JAPN 20402 1 (UGD)	Winter	4	3	7	0	10	x	x
JAPN 20403	1	Advanced Modern Japanese-3	Lory, Harumi	100%	JAPN 30300 1 (GRD); JAPN 20403 1 (UGD)	Spring	4	3	5	0	8	x	x
JAPN 20500	1	Fourth-Year Japanese-1	Noto, Hiroyoshi	100%	JAPN 20500 1 (UGD); JAPN 40500 1 (GRD)	Fall	3	7	2	0	9	x	x
JAPN 20600	1	4th Year Modern Japanese	Noto, Hiroyoshi	100%	JAPN 40600 1 (GRD); JAPN 20600 1 (UGD)	Winter	3	6	1	0	7	x	x
JAPN 20700	1	4th Year Modern Japanese-3	Noto, Hiroyoshi	100%	JAPN 40700 1 (GRD); JAPN 20700 1 (UGD)	Spring	3	5	1	0	6	x	x
JAPN 21200	1	Intermediate Japanese Thru Japanimation-1	Miyachi, Misa	100%		Winter	5	12	0	0	12	x	x
JAPN 21300	1	Intermediate Japanese Thru Japanimation-2	Miyachi, Misa	100%		Spring	5	10	1	0	11	x	x
JAPN 30800	1	Reading Scholarly Japanese-1	Noto, Hiroyoshi	100%		Fall	3	-	-	-	-	x	x
JAPN 30900	1	Reading Scholarly Japanese-2	Noto, Hiroyoshi	100%	JAPN 30900 1 (GRD); JAPN 20900 1 (UGD)	Winter	3	-	-	-	-	x	x
JAPN 34900	1	Pre-Modern Japanese/Kindai Bungo-1	Noto, Hiroyoshi	100%	JAPN 34900 1 (GRD); JAPN 24900 1 (UGD)	Fall	3	4	3	1	8	x	x
JAPN 34902	1	Pre-Modern Japanese/Kindai Bungo-2	Noto, Hiroyoshi	100%	JAPN 34902 1 (GRD); JAPN 24902 1 (UGD)	Winter	3	1	4	1	6	x	x
JAPN 60100	89	Directed Reading: Advanced Japanese	EALC Faculty	100%		Spring	3	0	1	0	1	x	x
SUBTOTAL, Japanese								200	77	10	287		

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
Korean													
KORE 10100	1	Introduction to Korean Language-1 **	Kim, Jieun	100%		Fall	6	13	1	0	14	x	x
KORE 10100	2	Introduction to Korean Language-1 **	Kim, Jieun	100%		Fall	6					13	0
KORE 10123	91	Summer Intensive Introductory Korean **	Kim, Jieun	100%		Summer	16	0	2	1	3	x	x
KORE 10200	1	Introduction to Korean Language-2 **	Kim, Jieun	100%		Winter	6	9	0	0	9	x	x
KORE 10200	2	Introduction to Korean Language-2 **	Kim, Jieun	100%		Winter	6	14	0	0	14	x	x
KORE 10300	1	Introduction to Korean Language-3 **	Kim, Jieun	100%		Spring	6	10	0	0	10	x	x
KORE 10300	2	Introduction to Korean Language-3 **	Kim, Jieun	100%		Spring	6	13	0	0	13	x	x
KORE 20100	1	Intermediate Korean-1 **	Na, Won Kyung	100%		Fall	5	10	2	0	12	x	x
KORE 20200	1	Intermediate Korean-2 **	Na, Won Kyung	100%		Winter	5	10	2	0	12	x	x
KORE 20300	1	Intermediate Korean-3 **	Na, Won Kyung	100%		Spring	5	7	1	0	8	x	x
KORE 20401	1	Advanced Korean-1 **	Na, Won Kyung	100%	KORE 20401 1 (UGD); KORE 30100 1 (GRD)	Fall	3	5	1	0	6	x	x
KORE 20402	1	Advanced Korean-2 **	Na, Won Kyung	100%	KORE 30200 1 (GRD); KORE 20402 1 (UGD)	Winter	3	4	1	0	5	x	x
KORE 20403	1	Advanced Korean-3 **	Kim, So Hye (EALC PhD student)	100%	KORE 30300 1 (GRD); KORE 20403 1 (UGD)	Spring	3	4	1	0	5	x	x
KORE 21400	1	Business Korean - NEW **	Na, Won Kyung	100%	KORE 21400 1 (UGD); KORE 51400 1 (GRD)	Spring	3	5	0	0	5		x
KORE 41100	1	Fourth Year Korean-1 **	Na, Won Kyung	100%	KORE 41100 1 (GRD); KORE 21100 1 (UGD)	Fall	3	-	-	-	-	x	x
KORE 41200	1	Fourth Year Korean-2 **	Kim, Jieun	100%	KORE 41200 1 (GRD); KORE 21200 1 (UGD)	Winter	3	-	-	-	-	x	x
KORE 41300	1	Fourth Year Korean-3 **	Kim, Jieun	100%		Spring	3	-	-	-	-	x	x
KORE 42110	1	Contemporary Korean Society Through Media - NEW **	Kim, So Hye (EALC PhD student)	100%	KORE 42110 1 (GRD); KORE 22110 1 (UGD)	Fall	3	3	1	0	4	x	x
KORE 42200	1	Contemporary Korean Society Through Media - NEW **	Park, Hyun Hee (EALC PhD student)	100%	KORE 42200 (GRD); KORE 22200 (UGD)	Winter	3	4	0	1	5	x	x
KORE 42300	1	Changing Identity of Modern Korea thru Film & Literature - NEW **	Park, Hyun Hee (EALC PhD student)	100%	KORE 42300 1 (GRD); KORE 22300 1 (UGD)	Spring	3	2	0	0	2	x	x
SUBTOTAL, Korean								126	12	2	140		
TOTAL, East Asian Languages and Civilizations								1026	241	47	1314		

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						Term	Hrs/Wk	UG	G	Other	Total		
ENGLISH													
ENGL 22904	1	Imagining the Modern City	Rothfield, Lawrence	25% ~ UChicago Beijing Center Course includes East Asian content.		Winter	3	-	-	-	-	x	x
ENGL 42918	1	Exploratory Translation - NEW **	Saussy, Haun	25% ~ Course includes East Asian content due to faculty expertise.	ENGL 42918 1 (GRD); CMLT 42918 1 (GRD); RLLT 42918 1 (GRD); CDIN 42918 1 (GRD); SCTH 42918 1 (GRD); CRWR 42918 1 (GRD)	Winter	3	-	-	-	-	x	x
ENGL 43704	1	Poetics of the Joke	Rothfield, Lawrence	25% ~ UChicago Beijing Center Course includes East Asian content.	ENGL 43704 1 (GRD); CMLT 43704 1 (GRD)	Winter	3	-	-	-	-	x	x
TOTAL, English								0	0	0	0		
HUMANITIES													
HUMA 11100	8	Readings in World Literature-1	Saussy, Haun	100%		Fall	3	18	0	0	18	x	x
HUMA 11100	9	Readings in World Literature-2	Harper, Donald	100%		Winter	3	15	0	0	15	x	x
HUMA 11100	10	Readings in World Literature-2	Shaughnessy, Edward L	100%		Winter	3	18	0	0	18	x	x
HUMA 12300	1	Human Being and Citizen-1	Copp, Paul F	50% ~ Course includes East Asian content due to faculty expertise.		Winter	3	13	0	0	13	x	x
HUMA 12400	8	Human Being and Citizen-2	Fox, Ariel	50% ~ Course includes East Asian content due to faculty expertise.		Winter	3	16	0	0	16	x	x
HUMA 14000	10	Reading Cultures-1	Chan, Nadine	25% ~ Course includes East Asian content due to faculty expertise.		Fall	3	16	0	0	16	x	x
HUMA 14000	3	Reading Cultures-1	Lazarus, Ashton	50% ~ Course includes East Asian content due to faculty expertise.		Fall	3	15	0	0	15	x	x

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
HUMA 14000	15	Reading Cultures-1	Levan, Valerie Michele	25% ~ Course includes East Asian content due to faculty expertise.		Fall	3	18	0	0	18	x	x
HUMA 14100	12	Reading Cultures-2	Li, Yung-Ti	50% ~ Course includes East Asian content due to faculty expertise.		Winter	3	15	0	0	15	x	x
HUMA 14100	4	Reading Cultures-2	Bourdagh, Michael	50% ~ Course includes East Asian content due to faculty expertise.		Winter	3	-	-	-	-	x	x
HUMA 14100	6	Reading Cultures-2	So, Richard	50% ~ Course includes East Asian content due to faculty expertise.		Winter	3	14	0	0	14		
HUMA 14100	7	Reading Cultures-2	So, Richard	50% ~ Course includes East Asian content due to faculty expertise.		Winter	3	18	0	0	18		
HUMA 16100	4	Media Aesthetics-2	Zeitlin, Judith	50% ~ Course includes East Asian content due to faculty expertise.		Winter	3	17	0	0	17	x	x
HUMA 17000	3	Language & The Human-I	Xiang, Ming	50% ~ Course includes East Asian content due to faculty expertise.		Fall	3	-	-	-	-	x	x
HUMA 19100	68	Humanities Writing Seminars	Lazarus, Ashton	100%		Fall	3	17	0	0	17	x	x
HUMA 19100	8	Humanities Writing Seminars	Saussy, Haun	100%		Fall	3	18	0	0	18	x	x
HUMA 19100	93	Humanities Writing Seminars	Xiang, Ming	100%		Fall	3	17	0	0	17	x	x
TOTAL, Humanities								245	0	0	245		

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						Term	Hrs/Wk	UG	G	Other	Total			
HUMAN RIGHTS														
HMRT 10100	1	Human Rights in World Civilizations-1	Laurence, Ben; Peggy O'Donnell	25% ~ Course includes East Asian case studies.		Fall	3	38	0	0	38	x	x	
HMRT 10200	1	Human Rights in World Civilizations-2	Goodman, Brian; Laurence, Ben	25% ~ Course includes East Asian case studies.		Winter	3		33	0	0	33	x	x
HMRT 21001	1	Human Rights: Contemporary Issues	Gzesh, Susan R	25% ~ Course includes East Asian case studies.	HMRT 31001 (GRD); HIST 29304 (UGD); HIST 39304 (GRD); LLSO 21001 (UGD); INRE 31801 (GRD)	Winter	3		45	5	5	55	x	x
TOTAL, Human Rights								116	5	5	126			
LINGUISTICS														
LING 23900	1	Languages of the World	Zhang, Anqi (<i>Linguistics PhD student</i>)	25% ~ Course includes East Asian content.		Winter	3	2	0	1	3		x	
LING 29700	16	Reading Course - Chinese Linguistics	Yu, Alan C	100%		Winter	3		-	-	-	-	x	x
LING 29700	17	Reading Course - Chinese Linguistics	Xiang, Ming	100%		Winter	3		-	-	-	-	x	x
LING 29900	17	B.A. Paper Preparation Course - Chinese	Xiang, Ming	100%		Winter	3		1	0	0	1	x	x
LING 30401	1	Psycholinguistics: Language Processing	Xiang, Ming	25% ~ Course includes East Asian content due to faculty expertise.		Fall	3		-	-	-	-	x	x
LING 32750	1	Laboratory Phonology	Yu, Alan C	25% ~ Course includes East Asian content due to faculty expertise.	LING 32750 1 (GRD); LING 22750 1 (UGD)	Winter	3		-	-	-	-	x	x
LING 45650	1	Seminar in Phonology	Yu, Alan C	25% ~ Course includes East Asian content due to faculty expertise.		Fall	3		-	-	-	-	x	x
LING 60000	16	Reading and Research: LING Chinese	Yu, Alan C	100%		Winter	3		-	-	-	-	x	x
LING 60000	17	Reading and Research: LING Chinese	Xiang, Ming	100%		Winter	3		-	-	-	-	x	x
TOTAL, Linguistics								3	0	1	4			

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						Term	Hrs/Wk	UG	G	Other	Total		
MUSIC													
MUSI 10200	1	Introduction to World Music	Gough, Daniel Joseph	25% ~ Course includes East Asian case studies.	MUSI 10200 1 (UGD); CRES 10200 1 (UGD)	Winter	3	16	0	0	16	x	x
MUSI 10200	2	Introduction to World Music	Gough ,Daniel Joseph	25% ~ Course includes East Asian case studies.	MUSI 10200 1 (UGD); CRES 10200 1 (UGD)	Winter	3	18	0	0	18	x	x
MUSI 10200	1	Introduction to World Music	Jackson, Travis A	25% ~ Course includes East Asian case studies.	MUSI 10200 1 (UGD); CRES 10200 1 (UGD)	Fall	3	18	0	0	18	x	x
MUSI 10200	2	Introduction to World Music	Nimjee, Ameera Mehdi	25% ~ Course includes East Asian case studies.	MUSI 10200 1 (UGD); CRES 10200 1 (UGD)	Fall	3	18	0	1	19	x	x
MUSI 10200	3	Introduction to World Music	Shearing, Laura Catherine Olivia	25% ~ Course includes East Asian case studies.	MUSI 10200 1 (UGD); CRES 10200 1 (UGD)	Fall	3	17	0	0	17	x	x
MUSI 10200	1	Introduction to World Music	Baker, Jessica	25% ~ Course includes East Asian case studies.	MUSI 10200 1 (UGD); CRES 10200 1 (UGD)	Spring	3	18	0	0	18	x	x
MUSI 10200	2	Introduction to World Music	Allemana, Michael	25% ~ Course includes East Asian case studies.	MUSI 10200 1 (UGD); CRES 10200 1 (UGD)	Spring	3	21	0	0	21	x	x
MUSI 10200	3	Introduction to World Music	Chana, Nadia	25% ~ Course includes East Asian case studies.	MUSI 10200 1 (UGD); CRES 10200 1 (UGD)	Spring	3	18	0	0	18	x	x
MUSI 29900	15	Senior Research: Music - Chinese	Cheung, Anthony	100%		Winter	3	-	-	-	-	x	x
MUSI 33600	1	Ethnomusicology Analysis	Kibreah, Bertie Moontasir	25% ~ Course includes East Asian case studies.		Fall	3	-	-	-	-	x	x
MUSI 34100	1	Seminar: Composition - East Asian Musical Traditions	Cheung, Anthony	100%		Winter	3	-	-	-	-	x	x
TOTAL, Music								144	0	1	145		
SOCIAL THOUGHT - Interdisciplinary Program													
SCTH 49800	26	Reading Course: Social Thought - East Asia - LxC	Saussy, Haun	100%		Winter	3	-	-	-	-	x	x
SCTH 59900	26	Dissertation Research: Social Thought - East Asia - LxC	Saussy, Haun	100%		Fall	3	0	0	1	1	x	x
TOTAL, Social Thought								0	0	1	1		

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						Term	Hrs/Wk	UG	G	Other	Total	2018	2019*				
SOUTH ASIAN LANGUAGES AND CIVILIZATIONS																	
SALC General																	
SALC 29700	1	Introduction to Buddhism	Collins, Steven	50% ~ Course includes East Asian content.	SALC 29700 1 (UGD); RLST 26150 1 (UGD); CHDV 29701 1 (UGD); SALC 29700 1 (GRD)	Spring	3	13	0	1	14	x	x				
SALC 29800	16	B.A. Paper-1- Tibetan	Kapstein, Matthew	25% ~ Course includes East Asian content.		Winter	3					-	-	-	-	x	x
SALC 29800	19	B.A. Paper-1- Tibetan	Ngodup, Karma T	25% ~ Course includes East Asian content.		Winter	3					-	-	-	-	x	x
SALC 29900	16	Informal Course: South Asia	Kapstein, Matthew	25% ~ Course includes East Asian content in comparison.		Winter	3					-	-	-	-	x	x
SALC 29900	19	Informal Course: South Asia	Ngodup, Karma T	25% ~ Course includes East Asian content in comparison.		Winter	3					-	-	-	-	x	x
SALC 39900	16	Informal Course: South Asia	Kapstein, Matthew	25% ~ Course includes East Asian content in comparison.		Winter	3					-	-	-	-	x	x
SALC 39900	19	Informal Course: South Asia	Ngodup, Karma T	25% ~ Course includes East Asian content in comparison.		Winter	3					-	-	-	-	x	x
SUBTOTAL, General - South Asian Languages and Civilizations								13	0	1	14						
Tibetan																	
TBTN 10100	1	First-Year Tibetan-1	Ngodup, Karma T	100%		Fall	3	1	2	0	3	x	x				
TBTN 10200	1	First-Year Tibetan-2	Ngodup, Karma T	100%		Winter	3					x	x				
TBTN 10300	1	First-Year Tibetan-3	Ngodup, Karma T	100%		Spring	3					x	x				
TBTN 20100	1	Second-Year Tibetan-1	Ngodup, Karma T	100%		Fall	3	0	3	0	3	x	x				
TBTN 20200	1	Second-Year Tibetan-2	Ngodup, Karma T	100%		Winter	3					x	x				
TBTN 20300	1	Second-Year Tibetan-3	Deleplanque, Jetsun Kumar	100%		Spring	3					x	x				
TBTN 30100	1	Third-Year Tibetan-1	Wedemeyer, Christian	100%		Fall	3	0	2	0	2	x	x				
TBTN 30200	1	Third-Year Tibetan-2	Kapstein, Matthew	100%		Winter	3					x	x				
TBTN 30300	1	Third-Year Tibetan-2	Ngodup, Karma T	100%		Spring	3					x	x				
TBTN 40100	1	Fourth-Year Tibetan-1	Wedemeyer, Christian	100%		Fall	3	-	-	-	-	x	x				
TBTN 40200	1	Fourth-Year Tibetan-2	Kapstein, Matthew	100%		Winter	3					x	x				
TBTN 40300	1	Fourth-Year Tibetan-3	Ngodup, Karma T	100%		Spring	3					x	x				
TBTN 47901	1	Readings: Advanced Tibetan-2	Kapstein, Matthew	100%		Winter	3	-	-	-	-	x	x				

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*				
						Term	Hrs/Wk	UG	G	Other	Total						
TBTN 47902	1	Readings: Advanced Tibetan-3	Ngodup, Karma T	100%	TBTN 47902 1 (GRD); HREL 52402 1 (GRD); TBTN 47902 1 (UGD)	Spring	-	-	-	-	-	x	x				
SUBTOTAL, Tibetan								3	18	4	25						
TOTAL, South Asian Languages and Civilizations								16	18	5	39						
TOTAL, DIVISION OF HUMANITIES								1842	469	63	2374						
DIVISION OF SOCIAL SCIENCES																	
ANTHROPOLOGY																	
ANTH 20005	1	Revolutions	Dawdy, Shannon L	25% ~ Course includes East Asian case studies.		Fall	3	12	1	0	13	x	x				
ANTH 20007	1	People's Garbage: Intro to Archaeology & Histories of Waste - NEW	Yao, Alice	100%		Fall	3					-	-	-	-	x	x
ANTH 21270	1	Material Worlds Across Premodern East Asia	Yao, Alice	100%		Fall	3										x
ANTH 21730	1	Science, Technology and Media via Japan - NEW**	Fisch, Michael	100%	ANTH 21730 1 (UGD); EALC 21730 1 (UGD); ENST 21730 1 (UGD)	Winter	3					-	-	-	-	x	x
ANTH 22530	1	Ethnographic Film	Chu, Julie Yuan-Yu	25% ~ Course includes East Asian case studies.	ANTH 32530 (GRD)	Winter	3	12	8	0	20	x	x				
ANTH 29700	32	Readings: Anthropology - Chinese	Farquhar, Judith Brooke	100%		Winter	3	-	-	-	-	x	x				
ANTH 29700	46	Readings: Anthropology - Chinese	Chu, Julie Yuan-Yu	100%		Winter	3	-	-	-	-	x	x				
ANTH 29700	49	Readings: Anthropology - Japanese	Fisch, Michael	100%		Winter	3	-	-	-	-	x	x				
ANTH 29700	53	Readings: Anthropology - Chinese	Yao, Alice	100%		Winter	3	-	-	-	-	x	x				
ANTH 26712	1	Approaches to Settlement and Land Survey	Yao, Alice	25% ~ Course includes East Asian content due to faculty expertise.	ANTH 36712; NEAA 26712 1 (UGD); NEAA 36712 1 (GRD)	Fall	3	4	4	0	8		x				
ANTH 29720	1	Chinese Medicine: Knowledge, Practice, History	Farquhar, Judith Brooke	100%	ANTH 29720 1 (UGD); ANTH 33605 1 (GRD)	Winter	3	3	2	0	5		x				
ANTH 29900	32	Prep Bachelor's Essay - Chinese	Farquhar, Judith Brooke	100%		Winter		-	-	-	-	x	x				
ANTH 29900	46	Prep Bachelor's Essay - Chinese	Chu, Julie Yuan-Yu	100%		Winter		-	-	-	-	x	x				
ANTH 29900	49	Prep Bachelor's Essay - Japanese	Fisch, Michael	100%		Winter		-	-	-	-	x	x				

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						Term	Hrs/Wk	UG	G	Other	Total		
ANTH 29900	53	Prep Bachelor's Essay - Chinese	Yao, Alice	100%		Winter		-	-	-	-	x	x
ANTH 34201	1	Development of Social Cultural Theory-1	Farquhar, Judith Brooke	25% ~ Course includes East Asian content due to faculty expertise.		Winter	3	-	-	-	-	x	x
ANTH 42003	1	Modes of Inquiry-1: Ethnographic Innovations	Fisch, Michael	25% ~ Course includes East Asian content due to faculty expertise.		Fall	3	-	-	-	-	x	x
ANTH 42004	1	Modes of Inquiry-2: Multimodal Experiments	Chu, Julie Yuan-Yu	25% ~ Course includes East Asian content due to faculty expertise.		Spring	3	-	-	-	-	x	x
ANTH 55996	1	Advanced Readings - Regulating Illicit Flows: State, Territoriality, Law in East Asia - NEW	Chu, Julie Yuan-Yu	100%		Winter	3	0	3	0	3		x
ANTH 58516	1	Creativity	Yao, Alice	25% ~ Course includes East Asian content.		Spring	3	-	-	-	-	x	x
ANTH 62000	1	Reading/Research: Anthropology - China	Farquhar, Judith Brooke	100%		Winter	3	0	1	0	1	x	x
TOTAL, Anthropology								31	19	0	50		
COMPARATIVE HUMAN DEVELOPMENT - <i>Interdisciplinary Program</i>													
CHDV 25250	1	Disability in Local and Global Contexts	Friedner, Michele	25% ~ Course includes East Asian case studies.	CHDV 25250 1 (UGD); MAPS 46460 1 (GRD); ANTH 24302 1 (UGD)	Winter	3	-	-	-	-	x	x
CHDV 30102	1	Introduction to Causal Inference	Yamaguchi, Kazuo	25% ~ Course includes East Asian case studies due to faculty expertise.	CHDV 30102 1 (GRD); PBHS 43201 1 (GRD); STAT 31900 1 (GRD); SOCI 30315 1 (GRD); PLSC 30102 1 (GRD); MACS 51000 1 (GRD); CHDV 30102 1 (UGD)	Winter	3	-	-	-	-	x	x
TOTAL, Comparative Human Development								0	0	0	0		
ENVIRONMENTAL AND URBAN STUDIES													
ENST 21201	1	Human Impact on the Global Environment	Goldfarb, Daniel	25% ~ This course includes East Asian case studies.	ENST 21201 1 (UGD); NCDV 21201 1 (UGD)	Fall	3	31	0	0	31	x	x
TOTAL, Environmental and Urban Studies								31	0	0	31		

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						Term	Hrs/Wk	UG	G	Other	Total						
GENDER AND SEXUALITY STUDIES																	
GNSE 15002	3	Gender and Sexuality in World Civilizations-1	Burns, Susan Lynn	100%		Fall	3	14	0	0	14	x	x				
GNSE 15003	2	Gender and Sexuality in World Civilizations-2	Ransmeier, Johanna	100%		Winter	3					18	0	0	18	x	x
GNSE 29700	12	Readings in Gender/Sexuality Studies - China	Song, Xi	100%		Winter	3					-	-	-	-	x	x
GNSE 29900	12	B.A Essay - Gender and Sexuality in China	Song, Xi	100%		Winter	3					-	-	-	-	x	x
TOTAL, Gender and Sexuality Studies								32	0	0	32						
HISTORY																	
HIST 15100	91	Intro to East Asian Civilizations-1	Alitto, Guy S	100%	HIST 15100 91 (UGD); EALC 10800 91 (UGD); SOSC 23500 91 (UGD); CRES 10800 91 (UGD)	Summer	9	12	0	6	18	x	x				
HIST 15100	1	Intro to East Asian Civilizations-1	Alitto, Guy S	100%	HIST 15100 1 (UGD); EALC 10800 1 (UGD); SOSC 23500 1 (UGD); CRES 10800 1 (UGD)	Fall	3					70	0	2	72	x	x
HIST 15200	1	Intro to East Asian Civilizations-2	Ketelaar, James Edward	100%	HIST 15200 1 (UGD); SOSC 23600 1 (UGD); CRES 10900 1 (UGD); EALC 10900 1 (UGD)	Winter	3					108	0	2	110	x	x
HIST 15200	91	Intro to East Asian Civilizations-2	Ketelaar, James Edward	100%	HIST 15200 91 (UGD); SOSC 23600 91 (UGD); CRES 10900 91 (UGD); EALC 10900 91 (UGD)	Summer	9					17	0	7	24	x	x
HIST 15300	1	Intro to East Asian Civilizations-3	Cumings, Bruce	100%	HIST 15300 1 (UGD); EALC 11000 1 (UGD); SOSC 23700 1 (UGD); CRES 11000 1 (UGD)	Spring	3					97	0	0	97	x	x
HIST 18500	1	Politics Film in 20th Century American History	Cumings, Bruce	25% ~ Course includes East Asian content due to faculty expertise.	HIST 18500 1 (UGD); CMST 21200 1 (UGD)	Spring	3					-	-	-	-	x	x
HIST 20308	1	Gods and God in Imperial Asia Minor (1-300 CE)	Bresson, Alain	25% ~ Course includes East Asian content.		Spring	3					-	-	-	-	x	x
HIST 24213	1	Contact Zones: Japan's Treaty Ports, 1854-1899 - NEW **	Burns, Susan Lynn	100%	HIST 24213 1 (UGD); HIST 34213 1 (GRD); EALC 24213 1 (UGD); EALC 34213 1 (GRD); GLST 26806 1 (UGD)	Spring	3					-	-	-	-	x	x
HIST 24300	1	History of Modern China-1	Alitto, Guy S	100%	HIST 24300 1 (UGD); EALC 29100 1 (UGD)	Winter	3					1	0	0	1	x	x
HIST 24307	1	20th-Century China through Great Trials - NEW	Ransmeier, Johanna	100%	HIST 24307 1 (UGD); EALC 24306 1 (UGD)	Fall	3					17	0	0	17		x
HIST 24308	1	Republican China	Ransmeier, Johanna	100%	HIST 24308 1 (UGD); EALC 24308 1 (UGD); HIST 34308 1 (GRD); EALC 34308 1 (GRD)	Fall	3	2	11	0	13		x				
HIST 24310	1	China: Rise or Return? Historical Perspectives on Chinese Culture - NEW	Alitto, Guy S	100%	HIST 24310 1 (UGD); EALC 24302 1 (UGD)	Spring	3	-	-	-	-	x	x				

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
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HIST 24500	1	Reading Qing Documents	Alitto, Guy S	100%	HIST 24500 1 (UGD); EALC 24500 1 (UGD); EALC 34500 1 (GRD); HIST 34500 1 (GRD)	Winter	3	2	5	0	7	x	x
HIST 24510	1	Gender and Sexuality in Modern China	Ransmeier, Johanna	100%	HIST 24510 1 (UGD); HIST 34510 1 (GRD); EALC 24510 1 (UGD); EALC 34510 1 (GRD); GNSE 24510 1 (UGD); GNSE 34510 1 (GRD)	Spring	3	7	9	0	16		x
HIST 24601	1	Japanese History Thru Film/Texts - NEW **	Ketelaar, James Edward	100%	HIST 24601 1 (UGD); EALC 24606 1 (UGD); SIGN 26008 1 (UGD)	Spring	3	26	0	0	26		x
HIST 24609	1	A History of Japanese Visual Culture	Ketelaar, James Edward	100%	HIST 24609 1 (UGD); EALC 24610 1 (UGD); ARTH 24605 1 (UGD)	Winter	3	4	0	0	4	x	x
HIST 24611	1	Economic Change in China, circa 1800-2000	Pomeranz, Kenneth	100%	HIST 24611 1 (UGD); EALC 24621 1 (UGD); ECON 22020 1 (UGD)	Fall	3	-	-	-	-	x	x
HIST 24700	1	Histories of Japanese Religion	Ketelaar, James Edward	100%	HIST 24700 1 (UGD); HIST 34700 1 (GRD); EALC 34700 1 (GRD); EALC 24700 1 (UGD); RLST 22505 1 (UGD); HREL 34705 1 (GRD)	Winter	3	9	9	0	18		x
HIST 24706	1	Edo/Tokyo: Society and the City in Japan - NEW **	Burns, Susan Lynn	100%	HIST 24706 1 (UGD); HIST 34706 1 (GRD); CRES 24706 1 (UGD); CRES 34706 1 (GRD); EALC 24706 1 (UGD); EALC 34706 1 (GRD)	Spring	3	10	11	1	22		x
HIST 26804	1	Frontiers and Borders in South Asia	Gardner, Kyle	25% ~ Course includes East Asian content.	HIST 26804 1 (UGD); GEOG 26400 1 (UGD); GLST 26804 1 (UGD); SALC 26804 1 (UGD)	Winter	3	14	0	0	14		x
HIST 27900	1	Asian Wars of the 20th Century	Cumings, Bruce	100%	HIST 27900 1 (UGD); HIST 37900 1 (GRD); EALC 27907 1 (UGD); CRES 27900 1 (UGD); EALC 37907 1 (GRD)	Spring	3	-	-	-	-	x	x
HIST 29700	28	Readings in History - Japan	Burns, Susan Lynn	100%		Fall	3	-	-	-	-	x	x
HIST 29802	1	BA Thesis Seminar II - Japan	Burns, Susan Lynn	100%		Winter	3	-	-	-	-	x	x
HIST 44802	1	Colloquium: Development of Modern Chinese History Field in the West, 1950-2010	Alitto, Guy S	100%	HIST 44802 1 (GRD); EALC 44802 1 (GRD)	Spring	3	1	6	0	7	x	x
HIST 56605	1	Colloquium: Chinese Nationalisms - NEW	Pomeranz, Kenneth	100%	HIST 56605 1 (GRD); EALC 56605 1 (GRD)	Spring	3	-	-	-	-	x	x
HIST 56705	1	Colloquium: Modern Korean History-1	Cumings, Bruce	100%	HIST 56705 1 (GRD); EALC 56705 1 (GRD)	Fall	3	-	-	-	-	x	x
HIST 56706	1	Colloquium: Modern Korean History-2	Cumings, Bruce	100%	HIST 56706 1 (GRD); EALC 56706 1 (GRD)	Winter	3	-	-	-	-	x	x

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
HIST 58601	1	Colloquium: Iran and Central Asia	Woods, John E	25% ~ Course includes East Asian content.		Fall	3	0	1	0	1	x	x
HIST 65601	1	Extra-Ordinary Ordinary: Reading & Writing Grassroots & Microhistory - NEW **	Ransmeier, Johanna	100%		Spring	3	-	-	-	-	x	x
HIST 76003	1	Seminar: Modern Chinese History-1	Eyferth, Jacob	100%	HIST 76003 1 (GRD); EALC 40502 1 (GRD)	Fall	3	-	-	-	-	x	x
HIST 76004	1	Seminar: Modern Chinese History-2	Eyferth, Jacob	100%	HIST 76004 1 (GRD); EALC 40503 1 (GRD)	Winter	3	-	-	-	-	x	x
HIST 76305	1	Seminar 1: China, Late Empire to Republic	Pomeranz, Kenneth	100%	HIST 76305 1 (GRD); EALC 46305 1 (GRD)	Fall	3	0	18	0	18	x	x
HIST 76306	1	Seminar 2: China, Late Empire to Republic	Pomeranz, Kenneth	100%	HIST 76306 1 (GRD); EALC 46306 1 (GRD)	Winter	3	0	13	0	13	x	x
HIST 76601	1	Seminar: Japanese History-1	Burns, Susan Lynn	100%	HIST 76601 1 (GRD); EALC 52300 1 (GRD)	Fall	3	0	7	0	7	x	x
HIST 76602	1	Seminar: Modern Japanese History-2	Burns, Susan Lynn	100%	HIST 76602 1 (GRD); EALC 52301 1 (GRD)	Winter	3	0	5	0	5	x	x
HIST 77001	1	Seminar: Modern East Asian History-1	Cumings, Bruce	100%	HIST 77001 1 (GRD); EALC 47001 1 (GRD)	Fall	3	0	18	0	18	x	x
HIST 77002	1	Seminar: Modern East Asian History-2	Cumings, Bruce	100%	HIST 77002 1 (GRD); EALC 47002 1 (GRD)	Winter	3	0	7	0	7	x	x
HIST 78601	1	Seminar: Iran and Central Asia-1	Woods, John E	25% ~ Course includes East Asian content.	HIST 78601 1 (GRD); NEHC 40701 1 (GRD); CMES 40701 1 (GRD)	Fall	3	0	4	0	4	x	x
HIST 78602	1	Seminar: Iran and Central Asia-2	Woods, John E	25% ~ Course includes East Asian content.	HIST 78602 1 (GRD); NEHC 40702 1 (GRD); CMES 40702 1 (GRD)	Winter	3	0	5	0	5	x	x
HIST 90000	25	Reading and Research: History - China IR	Hevia, James Louis	100%		Spring	3	0	1	0	1	x	x
HIST 90600	15	Oral Fields Preperation: Chinese History	Pomeranz, Kenneth	100%		Spring	3	0	4	0	4	x	x
TOTAL, History								397	134	18	549		
HISTORY, PHILOSOPHY AND SOCIAL STUDIES OF SCIENCE AND MEDICINE													
HIPS 28307	1	Global Environmental Humanities	Gabel, Isabel	25% ~ Course includes East Asian case studies.	HIPS 28307 1 (UGD); CHSS 38307 1 (GRD); HIST 25422 1 (UGD)	Fall	3	-	-	-	-	x	x
TOTAL, History, Philosophy and Social Studies of Science and Medicine								0	0	0	0		
INTERNATIONAL RELATIONS													
INRE 30000	1	Perspectives on International Relations	Bradley, Mark	25% ~ Course includes East Asian case studies.		Fall	3	5	38	0	43	x	x
INRE 43000	2	Core Seminar: International Security	Reese, Michael J	25% ~ Course includes East Asian case studies.		Fall	3	4	39	0	43	x	x

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						Term	Hrs/Wk	UG	G	Other	Total		
INRE 43800	1	Core Seminar: International Political Economy	Staisch, Matthias	25% ~ Course includes East Asian case studies.		Fall	3	4	42	0	46	x	x
INRE 44901	1	Advanced Topics in International Security: Research on the Last Decade	Reese, Michael J	25% ~ Course includes East Asian case studies.		Spring	3	2	12	0	14	x	x
TOTAL, International Relations								15	131	0	146		
INTERNATIONAL STUDIES (renamed GLOBAL STUDIES in 2018)													
INST 29800	1	B.A. Seminar: International Studies	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Fall	2	10	0	0	10	x	x
INST 29800	2	B.A. Seminar: International Studies	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Fall	2	10	0	0	10	x	x
INST 29800	3	B.A. Seminar: International Studies	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Fall	2	9	0	0	9	x	x
INST 29801	1	B.A. Seminar: International Studies	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Winter	2	8	0	0	8	x	x
INST 29801	2	BA Seminar: International Studies	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Winter	2	9	0	0	9	x	x
INST 29801	3	BA Seminar: International Studies	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Winter	2	10	0	0	10	x	x
GLST 23101	1	Global Studies-I - NEW	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Fall	2	-	-	-	-	x	x

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						Term	Hrs/Wk	UG	G	Other	Total		
GLST 23102	3	Global Studies-2 - NEW	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Winter	3	-	-	-	-	x	x
GLST 29610	1	Cultures and Politics of Water - NEW	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Spring	3	-	-	-	-	x	x
GLST 29800	1	BA Thesis Seminar-1	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Fall	2	-	-	-	-	x	x
GLST 29801	1	BA Thesis Seminar -2	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Winter	3	-	-	-	-	x	x
GLST 29900	2	BA Thesis: Global Studies	Hevia, James Louis	25% ~ Course includes East Asian case studies due to faculty expertise.		Fall	2	-	-	-	-	x	x
TOTAL, International Studies/Global Studies								56	0	0	56		
NEAR EASTERN HISTORY AND CIVILIZATIONS													
NEHC 20160	1	Central Asia Past and Present/From Alexander the Great to Al Qaeda	Zanca, Russell	25% ~ Course includes East Asian content.	NEHC 20160 1 (UGD); NEHC 30160 1 (GRD); ANTH 23616 1 (UGD); ANTH 32206 1 (GRD)	Winter	3	-	-	-	-	x	
NEHC 20765	1	Introduction to the Musical Folklore of Central Asia - NEW	Arik, Kagan	25% ~ Course includes East Asian content related to Chinese Uighurs and Kazaks.	NEHC 20765 1 (UGD); MUSI 23503 1 (UGD); MUSI 33503 1 (GRD); NEHC 30765 1 (GRD); ANTH 25905 1 (UGD); REES 25001 1 (UGD); REES 35001 1 (GRD)	Spring	3	24	2	0	26		x
NEHC 20766	1	Shamans & Oral Poets of Central Asia	Arik, Kagan	25% ~ Course includes East Asian content related to Chinese Uighurs and Kazaks.	NEHC 20766 1 (UGD); ANTH 25906 1 (UGD); NEHC 30766 1 (GRD)	Spring	3	-	-	-	-	x	x
NEHC 27001	1	Introduction to the History of Central Asia	Fan, Rong	25% ~ Course includes East Asian content.	NEHC 27001 1 (UGD); HIST 25803 1 (UGD); NEHC 37001 1 (GRD)	Fall	3	-	-	-	-	x	x

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						Term	Hrs/Wk	UG	G	Other	Total						
NEHC 37002	1	Introduction to the History of Central Asia-2	NEHC Faculty	25% ~ Course includes East Asian content.		Spring	3	-	-	-	-	x	x				
TOTAL, Near Eastern History and Civilizations								24	2	0	26						
POLITICAL SCIENCE																	
PLSC 27815	1	Politics & Public Policy In China - LxC	Yang, Dali	100%	PLSC 27815 1 (UGD); PLSC 37815 1 (GRD)	Winter	3	35	10	0	45	x	x				
PLSC 29000	1D01-1D07	Introduction to International Relations	Jenkins, Gentry Kip; Bartoletti, Andrea; Depoyster, Jonathan; Karas, Joseph; Uribe, Andres; Hock, Isaac; Deming, Jonathan	25% ~ Course includes East Asian case studies.		Fall	3					133	4	2	139	x	x
PLSC 29202	1	The Secret Side of International Politics	Carson, Austin	25% ~ Course includes East Asian case studies.		Spring	3					-	-	-	-	x	x
PLSC 29900	31	BA Thesis Supervision - Chinese Politics - LxC	Yang, Dali	100%		Fall	3					1	0	0	1	x	x
PLSC 29900	31	BA Thesis Supervision - Chinese Politics - LxC	Yang, Dali	100%		Winter	3					1	0	0	1	x	x
PLSC 29900	31	BA Thesis Supervision - Chinese Politics - LxC	Yang, Dali	100%		Spring	3					1	0	0	1	x	x
PLSC 39501	1	The Political Economy of International Trade	Gulotty, Robert	25% ~ Course includes East Asian case studies.		Spring	3					0	10	2	12	x	x
PLSC 40000	31	Readings: Political Science - China - LxC	Yang, Dali	100%		Winter	3					-	-	-	-	x	x
PLSC 40100	31	Thesis Preparation: Chinese Political Science - LxC	Yang, Dali	100%		Winter	3					-	-	-	-	x	x
PLSC 42701	1	Seminar in Chinese Politics - LxC	Yang, Dali	100%		Winter	3					0	7	1	8	x	x
TOTAL, Political Science								171	31	5	207						
PUBLIC POLICY STUDIES - <i>Interdisciplinary Program</i>																	
PBPL 27900	1	Global-Local Politics	Clark, Terry N	25% ~ Course includes East Asian case studies for comaprison.	HMRT 20116 (UGD); HMRT 30116 (GRD); SOCI 30116 (GRAD); LLSO 20116 (UGD)	Fall	3	60	1	3	64	x	x				
PBPL 29700	25	Reading and Research: Public Policy - China - LxC	Yang, Dali	100%		Winter	3					-	-	-	-	x	x
PBPL 29900	25	Rdg/Rsch: Public Policy B.A. Paper - China - LxC	Yang, Dali	100%		Winter	3					-	-	-	-	x	x
TOTAL, Public Policy Studies								60	1	3	64						

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*	
						Term	Hrs/Wk	UG	G	Other	Total			
SOCIOLGY														
SOCI 20001	1	Sociological Methods	Zhao, Dingxin	25% ~ Course includes East Asian case studies due to faculty expertise.		Spring	3	-	-	-	-	x	x	
SOCI 20102	1	Social Change	Zhao, Dingxin	25% ~ Course includes East Asian case studies due to faculty expertise.	SOCI 20102 1 (UGD); SOCI 30102 1 (GRD)	Winter	3	2	10	0	12	x	x	
SOCI 20125	1	Rational Foundations of Social Theory	Yamaguchi, Kazuo	25% ~ Course includes East Asian case studies due to faculty expertise.		Spring	3	-	-	-	-	x	x	
SOCI 20126	1	Japanese Society: Functional/Cultural Explanations	Yamaguchi, Kazuo	100%	SOCI 20126 1 (UGD); SOCI 30126 1 (GRD)	Winter	3	6	0	0	6	x	x	
SOCI 20245	1	Global Health & Inequality	Trinitapoli, Jenny	25% ~ Course includes East Asian case studies.		Winter	3	-	-	-	-	x	x	
SOCI 29997	38	Readings: Sociology - Korea - LxC	Lee, Cheol-Sung	100%		Fall	3	1	0	0	1			
SOCI 29997	16	Readings: Sociology - China - LxC	Zhao, Dingxin	100%		Winter	3	-	-	-	-	x	x	
SOCI 29997	26	Readings: Sociology - Japan - LxC	Yamaguchi, Kazuo	100%		Winter	3	-	-	-	-	x	x	
SOCI 29997	47	Readings: Sociology - China - LxC	Song, Xi	100%		Winter	3	-	-	-	-	x	x	
SOCI 39997	16	Rdg/Rsch: Sociology M.A. Level - China - LxC	Zhao, Dingxin	100%		Winter	3	-	-	-	-	x	x	
SOCI 39997	26	Rdg/Rsch: Sociology M.A. Level - Japan - LxC	Yamaguchi, Kazuo	100%		Winter	3	-	-	-	-	x	x	
SOCI 39997	47	Rdg/Rsch: Sociology M.A. Level - China - LxC	Song, Xi	100%		Winter	3	-	-	-	-	x	x	
SOCI 40103	1	Event History Analysis	Yamaguchi, Kazuo	25% ~ Course includes East Asian case studies due to faculty expertise.		Spring	3	-	-	-	-	x	x	
SOCI 50076	1	Logic of Social Science Inquiry	Zhao, Dingxin	25% ~ Course includes East Asian case studies due to faculty expertise.		Spring	3	-	-	-	-	x	x	
SOCI 59999	16	Rdg/Rsch: Soci Ph.D. Level - China - LxC	Zhao, Dingxin	100%		Winter		-	-	-	-	x	x	
SOCI 59999	26	Rdg/Rsch: Soci Ph.D. Level - Japan - LxC	Yamaguchi, Kazuo	100%		Winter		-	-	-	-	x	x	
SOCI 59999	47	Rdg/Rsch: Soci Ph.D. Level - China - LxC	Song, Xi	100%		Winter		-	-	-	-	x	x	
SOCI 60021	1	Workshop: Politics, History and Society	Lee, Cheol-Sung	50% ~ Course includes East Asian content due to faculty expertise.		Spring	1	0	1	0	1			
TOTAL, Sociology									9	11	0	20		

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						Term	Hrs/Wk	UG	G	Other	Total		
SOCIAL SCIENCES													
SOSC 11400	11	Power, Identity, Resistance-1	Leitzel, James A	25% - Course includes East Asian content.		Fall	3	19	0	0	19	x	x
SOSC 12100	9	Self, Culture And Society-1	Werner, Jake William	25% ~ Course includes East Asian case studies due to faculty expertise.		Fall	3	18	0	0	18	x	x
SOSC 13100	1	Social Science Inquiry-1	Lee, Cheol-Sung	25% ~ Course includes East Asian case studies due to faculty expertise.		Fall	3	18	0	0	18	x	x
SOSC 13200	1	Social Science Inquiry-2	Song, Xi	100%		Winter	3	-	-	-	-	x	x
SOSC 13300	8	Social Sciences Inquiry-3	Zhao, Dingxin	100%		Spring	3	-	-	-	-	x	x
SOSC 16100	1	Global Society: Global Social Thought	Abbot, Andrew	25% ~ Course includes East Asian case studies.		Fall	3	-	-	-	-	x	x
SOSC 16200	1	Global Society: Population & Society	Trinitapoli, Jenny	25% ~ Course includes East Asian case studies.		Winter	3	-	-	-	-	x	x
SOSC 16300	1	Global Society: Economy and Society in a Global World	Hoang, Kimberly	25% ~ Course includes East Asian case studies.		Spring	3	-	-	-	-	x	x
SOSC 19025	99	China in East Asian Civilization-1 at UChicago Center in Beijing -LxC	Zhao, Dingxin; Fox, Ariel	100%		Fall	3	5	0	0	5	x	x
SOSC 19026	99	China in East Asian Civilization-2 at UChicago Center in Beijing -LxC	Bourdagh, Michael	100%		Fall	3	17	0	0	17	x	x
SOSC 19027	99	China in East Asian Civilization-3 at UChicago Center in Beijing -LxC	Iovene, Paola	100%		Fall	3	-	-	-	-	x	x
SOSC 19052	99	UChicago Center in Hong Kong Program: Colonization-1	Frierson, Karma Franklin	100%		Spring	3	23	0	0	23	x	x
SOSC 19053	99	UChicago Center in Hong Kong Program: Colonization-2 -LxC	Yao, Alice	100%		Spring	3	23	0	0	23	x	x
SOSC 19054	99	UChicago Center in Hong Kong Program: Colonization-3	Sunder Rajan, Kaushik	100%		Spring	3	22	0	0	22	x	x
TOTAL, Social Sciences								145	0	0	145		
TOTAL, DIVISION OF SOCIAL SCIENCES								971	329	26	1326		

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Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
NEW COLLEGIATE DIVISION - academic courses across disciplines, departments and divisions													
NEW COLLEGIATE DIVISION													
NCDV 29700	16	Reading Course: International Relations	Hevia, James Louis	25% ~ Course includes East Asian content due to faculty expertise.		Winter	3	-	-	-	-	x	x
NCDV 29800	30	Reading Course: Legal Systems	Ginsburg, Thomas	25% ~ Course includes East Asian content due to faculty expertise.		Winter	3	-	-	-	-	x	x
NCDV 29900	16	Independent Study: International Relations	Hevia, James Louis	25% ~ Course includes East Asian content due to faculty expertise.		Winter	3	-	-	-	-	x	x
NCDV 29900	30	Independent Study: Legal Systems	Ginsburg, Thomas	25% ~ Course includes East Asian content due to faculty expertise.		Winter	3	-	-	-	-	x	x
SUBTOTAL, New Collegiate Division								0	0	0	0		
FUNDAMENTALS: ISSUES AND TEXTS - Major of New Collegiate Division													
FNDL 21205	1	The Tale of Genji	Sternstein, Malynne	100%		Winter	3	-	-	-	-	x	
FNDL 25305	1	Inventing the Chinese Short Story - LxC	Fox, Ariel	100%		Winter	3	-	-	-	-	x	x
FNDL 29900	40	Reading Courses: Fundamentals - East Asian Religions -LxC	Ziporyn, Brook Anthony	100%		Winter	3	1	0	0	1	x	x
FNDL 29900	45	Reading Courses: Fundamentals - East Asian Comparative Literature - LxC	Saussy, Haun	100%		Fall	3	1	0	0	1	x	x
FNDL 29900	45	Reading Courses: Fundamentals - Korean - LxC	Na, Won Kyung	100%		Fall	3	-	-	-	-	x	x
FNDL 29901	3	Independent Study: Junior Paper - East Asian Comparative Literature - LxC	Saussy, Haun	100%		Winter	3	-	-	-	-	x	x
FNDL 29902	3	Independent Study: Senior Exam - East Asian Comparative Literature - LxC	Saussy, Haun	100%		Winter	3	-	-	-	-	x	x
TOTAL, Fundamentals: Issues and Texts								2	0	0	2		
TOTAL, NEW COLLEGIATE DIVISION								2	0	0	2		

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						Term	Hrs/Wk	UG	G	Other	Total		
STUDY ABROAD (SABR only includes UC direct enrollment programs. UC students can receive transfer credit for coursework completed in other approved study abroad programs. Please see narrative §D, §G and §H.)													
SABR 10000	8	Kyoto Consortium for Japanese Studies	-	100%		All Terms	3	6	0	0	6	x	x
SABR 10000	12	Seoul: Yonsei University Program	-	100%		All Terms	3	4	0	0	4	x	x
SABR 10000	13	Shanghai: Fudan University Program	-	100%		All Terms	3	-	-	-	-	x	x
SABR 10000	17	Beijing: Tsinghua University Program	-	100%		All Terms	3	-	-	-	-	x	x
SABR 10000	2	Beijing: Peking University Program	-	100%		All Terms	3	-	-	-	-	x	x
SABR 10000	3	Beijing: Renmin University Program	-	100%		All Terms	3	-	-	-	-	x	x
SABR 10000	25	Beijing Autumn Civilization Program	-	100%		All Terms	3	-	-	-	-	x	x
Total, STUDY ABROAD								10	0	0	10		
PROFESSIONAL SCHOOLS AND PROGRAMS													
BOOTH SCHOOL OF BUSINESS													
BUSN 33501	1	International Commercial Policy	Irwin, Douglas A	25% ~ Course includes East Asian case studies.		Fall	3	0	67	0	67	x	x
BUSN 33502	1	International Financial Policy	Neiman, Brent; Kekre, Rohan	25% ~ Course includes East Asian case studies.		Spring	3	6	53	4	63	x	x
BUSN 33520	1	The Wealth of Nations	Hsieh, Chang-Tai	25% ~ Course includes East Asian case studies.		Fall	3	-	-	-	-	x	x
BUSN 35210	1	International Corporate Finance	Rajan, Raghuram G	25% ~ Course includes East Asian case studies.		Winter	3	0	64	1	65	x	x
BUSN 35219	1	Chinese Economy and Financial Markets	He, Zhiguo	100%		Winter	3	-	-	-	-	x	x
BUSN 37109	1	Building Global Brands	Doctoroff, Tom	25% ~ Course includes East Asian case studies.		Spring	3	-	-	-	-	x	x
TOTAL, BOOTH SCHOOL OF BUSINESS								6	184	5	195		

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						Term	Hrs/Wk	UG	G	Other	Total		
CHICAGO CENTER FOR TEACHING EXCELLENCE (renamed CHICAGO CENTER FOR TEACHING)													
CCTE 50100	1	Language Pedagogy for the Contemporary Classroom - NEW	Baumann, Catherine C	100% - content directly relevant for instruction of East Asian languages.		Winter	3	0	6	0	6	x	x
TOTAL, CHICAGO CENTER FOR TEACHING EXCELLENCE/CHICAGO CENTER FOR TEACHING								0	6	0	6		
DIVINITY SCHOOL													
Anthropology and Sociology of Religion													
AASR 42214	1	Transnational Religious Movements - NEW	Heo, Angie	25% ~ Course includes East Asian case studies due to faculty expertise.	AASR 42214 1 (GRD); HREL 42214 1 (GRD); KNOW 42214 1 (GRD)	Winter	3	-	-	-	-	x	x
AASR 50207	1	Christianity and Korea	Heo, Angie	100%	AASR 50207 1 (GRD); HREL 50207 1 (GRD)	Spring	2	0	3	0	3		x
TOTAL, Anthropology and Sociology of Religion								0	3	0	3		
Biblical Studies													
BIBL 50805	1	Textual Knowledge: Biblical and Chinese Literature	Chavel, Simeon; Saussy, Haun	50% ~ Course includes East Asian content.	BIBL 50805 1 (GRD); KNOW 40101 1 (GRD)	Fall	3	2	3	1	6		
TOTAL, Biblical Studies								2	3	1	6		
Special Courses in Divinity													
DVSC 45100	60	Reading Course: Special Topic Divinity - East Asian Religions - LxC	Ziporyn, Brook Anthony	100%		Winter	3	0	2	0	2	x	x
DVSC 45100	60	Reading Course: Special Topic Divinity - East Asian Religions - LxC	Ziporyn, Brook Anthony	100%		Fall	3	0	1	0	1	x	x
TOTAL, Special Courses in Divinity								0	3	0	3		
Religious Studies													
RLST 23900	1	Buddhist Thought: India/Tibet	Arnold, Daniel Anderson	50% ~ Course includes East Asian content.	SALC 20903 (UGD)	Winter	3	3	1	1	5		x
RLST 23905	1	Is Buddhism a Religion?	Arnold, Daniel Anderson	100%		Spring	3	-	-	-	-	x	x
TOTAL, Religious Studies								3	1	1	5		

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						Term	Hrs/Wk	UG	G	Other	Total		
Philosophy of Religions													
DVPR 41800	1	The Buddha-Nature: Mahayana Sutras/Zhanaran's Diamond Scalpel	Ziporyn, Brook Anthony	100%		Fall	3	-	-	-	-	x	
DVPR 41900	1	Nietzsche as Metaphysician: Non/Self, Recurrence, Eternity	Ziporyn, Brook Anthony	25% ~ Course includes East Asian case studies for comaprison.		Fall	3	-	-	-	-	x	
DVPR 47607	1	Buddhist Sutras Reading in Traditional Tiantai - LxC	Ziporyn, Brook Anthony	100%		Winter	3	2	5	1	8		x
DVPR 48910	1	Readings in Tibetan Buddhist Texts - LxC	Kapstein, Matthew	100%	DVPR 48910 1 (GRD); HREL 48910 1 (GRD); SALC 48501 1 (GRD)	Winter	3	0	2	0	2	x	x
DVPR 48912	1	Comparative Experiments with Buddhist Thought	Ziporyn, Brook Anthony	100%		Spring	3	-	-	-	-	x	x
DVPR 51315	1	Reading Daoist Philosophical Texts: the Liezi and the Huainanzi - LxC	Ziporyn, Brook Anthony	100%		Spring	3	-	-	-	-	x	
DVPR 51410	1	Neo-Confucianism of the Song to Ming Dynasties	Ziporyn, Brook Anthony	100%		Spring	3	0	6	0	6		x
TOTAL, Philosophy of Religions								2	13	1	16		
TOTAL, DIVINITY SCHOOL								7	23	3	33		
GRAHAM SCHOOL OF CONTINUING LIBERAL AND PROFESSIONAL STUDIES													
Basic Program of Liberal Education for Adults													
BASC 70054	1	The Zhuangzi: An Advanced Introduction to China's Strangest Classic	Walker, Stephen (Divinity PhD student)	100%		Summer	2	0	0	15	15		
BASC 70101	1	Philosophy in the Buddhist World	Walker, Stephen (Divinity PhD student)	100%		Winter	3	-	-	-	-	x	x
BASC 70174	1	The Huainanzi, or How to Tule the World by Not Even Trying	Walker, Stephen (Divinity PhD student)	100%		Summer	2	-	-	-	-		
BASC 70184	1	Culture and Control in Confucianism: Xunzi on the Imperatives of Civilization	Walker, Stephen (Divinity PhD student)	100%		Summer	2	-	-	-	-		
BASC 80141	1	Mencius: Psychology, Morality, and Powers in Ancient China	Walker, Stephen (Divinity PhD student)	100%		Fall	2	-	-	-	-	x	x
BASC 80150	1	Taiwan: Past, Present, and Future	Tharsen, Jeff (EALC PhD alum)	100%		Fall	3	0	0	12	12		
BASC 80200	1	Tibetan Literature	Epperson, Erin	100%		Fall	3	0	0	15	15		
BASC 80300	1	World Christianity: The Changing Shape of Religion in the World	Chang, Paul	25% ~ Course includes East Asian content.		Fall	3	0	0	20	20		
BASC 80621	1	Introduction to Buddhism and Buddhist Sutras	Pearson, Clare	50% ~ Course includes East Asian content.		Fall	3	-	-	-	-	x	x
TOTAL, Basic Program of Liberal Education for Adults								0	0	62	62		

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						Term	Hrs/Wk	UG	G	Other	Total					
International Political Economy - <i>Certificate Program</i>																
IPEI 24122	1	International Trade and Global Financial Markets	Lee, Min Sok	25% ~ Course includes East Asian case studies.		Fall	3	0	10	0	10	x	x			
TOTAL, International Political Economy								0	10	0	10					
Liberal Arts (East Asia - NEW China Program)																
HUAS 94005	1	Travel and Travelers in the Middle Ages	TBA	25% ~ Course includes East Asian content.		Summer	3	-	-	-	-	x	x			
HUAS 95001	1	Introduction to East Asian Traditions	Gutmann, Timothy (<i>Divinity PhD student</i>)	100%	Fall	3	x					x				
HUAS 95005	1	Social Transformations in Contemporary China	Chen, Nancy	100%	Spring	3	x					x				
HUAS 95006	1	China and the Silk Road	Chan, Ling (<i>EALC PhD student</i>)	100%	Summer	3	x					x				
HUAS 95008	1	China After Mao	Chan, Nancy	100%	Summer	3	x					x				
HUAS 95009	1	Religion in East Asia	Gutmann, Timothy (<i>Divinity PhD student</i>)	100%	Summer	3	x					x				
HUAS 95100	1	Readings in Chinese Thought	Gutmann, Timothy (<i>Divinity PhD student</i>)	100%	Fall	3	-	-	-	-	x	x				
TOTAL, Liberal Arts								0	0	0	0					
Master of Liberal Arts - <i>Degree Program</i>																
MLAP 34704	1	Understanding World Poetry	Ebeling, Sascha	25% ~ Course includes East Asian content.		Fall	3	-	-	-	-	x	x			
MLAP 35105	1	Imagining the City	Rothfield, Lawrence	25% ~ Course includes East Asian case studies.	Fall	3	0					9	0	9	x	x
MLAP 45950	1	Pursuits of Happiness in Chinese Cinema	Iovene, Paola	100%	Spring	3	-					-	-	-	x	x
TOTAL, Master of Liberal Arts								0	9	0	9					
TOTAL, GRAHAM SCHOOL OF CONTINUING LIBERAL AND PROFESSIONAL STUDIES								0	19	62	81					

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						Term	Hrs/Wk	UG	G	Other	Total						
HARRIS SCHOOL OF PUBLIC POLICY																	
PPHA 42810	1	US Foreign Policy	Vabulas, Felicity	25% ~ Course includes East Asian case studies.		Winter	3	0	20	0	20	x	x				
PPHA 50000	35	Internship: Public Policy	Ito, Koichiro	100%		Winter	3					-	-	-	-	x	x
PPHA 51000	1	Public Policy and Economics Workshop	Ito, Koichiro	25% ~ Course includes East Asian case studies due to faculty expertise.		Fall	2					0	27	0	27	x	x
PPHA 52000	35	Individual Reading/Research: Public Policy	Ito, Koichiro	100%		Winter	3					-	-	-	-	x	x
PPHA 52500	6	Apprenticeship: Public Policy	Ito, Koichiro	100%		Fall	5					0	1	0	1	x	x
PPHA 59000	1	International Policy Practicum	Menendez, Alicia	25% ~ Course includes East Asian topics.		Fall	2					0	12	0	12	x	x
TOTAL, HARRIS SCHOOL OF PUBLIC POLICY								0	60	0	60						
LAW SCHOOL																	
LAWS 43282	1	Introduction to Japanese Law - LxC	Ramseyer, J Mark	100%	EALC 43283 (GRD)	Spring	4	3	0	7	10						
LAWS 43285	1	Public International Law: Human Rights	Ginsburg, Thomas	25% ~ Course includes East Asian content due to faculty expertise.		Fall	3					1	3	28	32	x	x
LAWS 53228	1	Private Equity in Asia	Manning, Tom J	100%		Fall	2					0	10	2	12		
LAWS 53240	1	Corporate Governance in Emerging Markets	Dharmapala, Dhammika	25% ~ Course includes East Asian case studies.		Spring	3					-	-	-	-	x	x
LAWS 53281	1	The US-China Treaty Project	Manning, Tom J	100%		Spring	2					0	3	7	10		
LAWS 53328	1	Internatioanl Human Rights Law and Advocacy	Citro, Brian; Flores, Claudia	25% ~ Course includes East Asian case studies.		Winter	2					0	0	7	7	x	x
LAWS 53352	1	Chinese Law & Economic Growth	Cheng, Jinhua	100%		Fall	2					0	1	15	16		
LAWS 53380	1	Women's Human Rights in the World	Flores, Claudia Maria	25% ~ Course includes East Asian case studies.		Winter	2					0	0	14	14	x	x

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						Term	Hrs/Wk	UG	G	Other	Total						
LAWS 53390	1	Legal Issues in International Finance	Chen, Ruoying	50% ~ Course includes East Asian case studies.		Winter	2	0	3	8	11	x	x				
LAWS 53394	1	Advanced Readings in Japanese Law - LxC	Ramseyer, J Mark	100%		Spring	2					0	3	0	3		
LAWS 90225	1	International Human Rights Clinic	Flores, Claudia Maria	25% ~ Course includes East Asian case studies.		All Terms	3					0	3	28	31	x	x
LAWS 93499	3	Independent Research: Cross-Border Transactions with Asia	Dharmapala, Dhammika	100%		Summer	3					0	0	1	1		
LAWS 93499	24	Independent Research: Emperical Study on Chinese Inbound Mergers and Acquisitions	Chilton, Adam S	100%		Spring	3					0	0	1	1		
LAWS 93499	5	Independent Research: On Chinese Offshore Bonds and Restructuring Opportunities	Baird, Douglas	100%		Fall	3	-	-	-	-	x					
LAWS 94130	1	The Chicago Journal of International Law - NEW	Abebe, Daniel	25% of student-edited publication includes East Asian topics.		All Terms	5	0	0	24	24	x	x				
TOTAL, LAW SCHOOL								4	26	142	172						
SCHOOL OF SOCIAL SERVICE AND ADMINISTRATION																	
SSAD 49900	38	Individual Readings/Research: Social Service Administration	Choi, Yoonsun	25% ~ Course contains Asian American and East Asian community case studies.		All Terms	3	-	-	-	-	x	x				
SSAD 54600	38	Dissertation Research	Choi, Yoonsun	25% ~ Course contains Asian American and East Asian community case studies.		All Terms	3					0	1	0	1	x	x
SSAD 59900	38	Individual Readings/Research	Choi, Yoonsun	25% ~ Course contains Asian American and East Asian community case studies.		All Terms	3					-	-	-	-	x	x
SSAD 62912	1	Global Development & Social Welfare	Zarychta, Alan	25% ~ Course contains East Asian case studies.		Fall	3					0	5	0	5	x	x
SSAD 63300	1	International Perspectives on Social Policy & Practice	Ismayilova, Leyla	25% ~ Course contains East Asian case studies.		Spring	3					1	22	4	27	x	x

The University of Chicago Center for East Asian Studies
NRC and FLAS Proposal, 2018-2022

APPENDIX 2: East Asian Course Offerings (AY 2016-2017, AY 2017-2018 and AY 2018-2019)

Course Code	Section Number	Course Title	Instructor(s)	% EA Content	Cross-listed	2016-2017 Enrollments						2017-2018	2018-2019*
						Term	Hrs/Wk	UG	G	Other	Total		
SSAD 63800	1	Program Evaluation in International Settings	Ismayilova, Leyla	25% ~ Course contains East Asian case studies and specific student projects.		Fall	3	0	16	0	16	x	x
TOTAL, SCHOOL OF SOCIAL SERVICE ADMINISTRATION								1	44	4	49		
THE UNIVERSITY OF CHICAGO URBAN TEACHER EDUCATION PROGRAM													
UTEP 37300	1	Cross Cultural Studies for Teaching Linguistically and Culturally Diverse Students	Granados, Janet	25% ~ Course includes content related to East Asian student communities.		Summer	3	0	10	0	10	x	x
TOTAL, URBAN TEACHER EDUCATION PROGRAM								0	10	0	10		
TOTAL PROFESSIONAL SCHOOLS								18	372	216	606		
TOTAL, EAST ASIAN ENROLLMENTS, 2016-2017								2895	1170	308	4373		

TOTAL NUMBER OF COURSES IN APPENDIX (2016-2019)	530
<i>Total Non-Language Courses in Appendix</i>	396
<i>Total Language Courses in Appendix</i>	134

2016 - 2017 COURSE SUMMARY	TOTAL
<i>Subtotal Number of Non-Language Courses Offered (see NOTE)</i>	215
<i>Subtotal Number of Language Courses Offered</i>	114
Total Number of Courses Offered in 2016-2017	329

NOTE: 60% of 2016-2017 non-language courses were 100% East Asian content.

2016 - 2017 COURSE ENROLLMENTS SUMMARY	UNDERGRADUATE	GRADUATE	OTHER	TOTAL
<i>Subtotal Enrollments, Non-Language Courses</i>	2087	1010	259	3356
<i>Subtotal Enrollments, Language Courses (see NOTE)</i>	808	160	49	1017
Total Enrollments, Language & Non-Language Courses in 2016-2017	2895	1170	308	4373

NOTE: Numbers for language courses are representative of the total number of quarters taken by students (e.g., 1 student taking 3-quarter sequence Elementary Modern Japanese = 3 enrollments).

APPENDIX 3: PERFORMANCE MEASURE FORMS

Project Goal 1: Improve content of and access to East Asian studies resources and collections at the University of Chicago									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase East Asia library collections and cooperate in providing access to library materials (at least 1% increase for Library per year; 50 new titles per year for CEAS Film Library; 2 new CEAS Associates per year; and 4 CEAS Library Travel Grants each year)	A.1 Support library acquisitions	Library collection development	Annual	Library records and reports	987,040	996,910	1,006,880	1,016,948	1,027,118
	A.2 Support CEAS Film Library acquisitions	CEAS Film Library acquisitions	Annual	CEAS records	7,175	7,225	7,275	7,325	7,375
	A.3 Support access to library collections	Number of CEAS Associates	Annual	CEAS records	25	27	29	31	33
		Number of CEAS Library Travel Grants			4	4	4	4	4
B) Increase the number of videos and/or podcasts available on CEAS and UChicago Educator Outreach YouTube Channels and other relevant digital content platforms (at least 300% increase between years 1 and 4)	B.1 Record interviews and events with EA scholars invited to give lectures, book talks, and present at conferences	Number of videos or podcasts uploaded	Annual	YouTube and CEAS records	4	6	8	10	12
	B.2 Record lectures, roundtables and presentations given at IEC, SIE, and other outreach events	Number of videos or podcasts uploaded	Annual	YouTube and CEAS records	4	6	8	10	12
C) Provide classroom materials and general resources on EAS-related topics on CEAS and UChicago Educator Outreach Websites (at least	C.1 Upload materials (syllabi, activities, handouts) from recipients of curriculum development grants	Number of materials uploaded	Annual	Website and CEAS records	0	1	2	3	4

APPENDIX 3: PERFORMANCE MEASURE FORMS

300% increase between years 1 and 4)	C.2 Upload materials from presentations at IEC, SIE and Pulitzer Center campus visits	Number of materials uploaded	Annual	Website and CEAS records	4	6	8	10	12
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Project Goal 2: Expand career planning and professional training in diverse areas of national need									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Expand student participation in CEAS-sponsored career programming by at least 25% each year	A.1 Conduct career panels/workshops in diverse fields of national need	Attendees at panels/workshops	Annual	CEAS records	10	13	16	20	25
	A.2 Award students career development awards through PATHS program	Awards offered	Annual	CEAS records	1	2	3	3	4
C) Expand alumni network participation by at least 10% each year	C.1 Recruit alumni to support mentoring, networking and career panel activities	Positive responses to solicitations	Annual	CEAS records	20	22	24	27	30
B) Expand CEAS-sponsored professional and teacher training workshops by at least 25% each year	B.1 Collaborate with UChicagoGRAD, CCT, CLC, CAS, Career Advancement (CA) to design professionalization workshops and seminars	Number of new activities designed for students with foreign language and area studies interests	Annual	CEAS and co-sponsoring unit records	0	1	2	2	3
	B.2 Support LCTL language instructors with ACTFL training and pedagogy workshops	Number of activities	Annual	CEAS, EALC, CLC records	2	3	3	4	5
	B.3 Support new CEAS faculty-led training workshops (e.g., translation, digital humanities methods, STS, Silk Road, etc.)	Number of new activities	Annual	CEAS records	0	3	4	5	6

APPENDIX 3: PERFORMANCE MEASURE FORMS

Project Goal 3: Improve international curricular and co-curricular opportunities within City Colleges of Chicago (CCC, MSI)									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Support accreditable co-curricular programming on CCC campuses (at least 300% increase between years 1 and 4)	A.1 Advisory Committee meets with prospective leaders of co-curricular programming among CCC faculty members.	Meetings convened with CCC faculty	Annual	CEAS/CCC records	0	2	2	3	4
	A.2 Organize co-curricular programming on CCC campuses	Number of events	Annual	CEAS/CCC records	0	1	2	3	4
	A.3 Organize accessible co-curricular programming on University of Chicago campus	Number of events	Annual	CEAS/CCC records	0	1	2	2	3
B) Support internationalization efforts within “Human Diversity” * curricular requirement at CCC (at least 200% increase between years 1 and 4)	B.1 Arrange guest presentations in Human Diversity courses	Number of presentations	Annual	CEAS/CCC records	0	2	2	3	3
	B.2 Organize professional development events targeted to Human Diversity faculty	Number of professional development events	Annual	CEAS/CCC records	2	2	3	3	4
	B.3 Offer course development grants to Human Diversity faculty (across all regions)	Number of applications received	Annual	CEAS/CCC records	0	1	2	3	4
		World regions covered (cumulative)			0	1	2	2	3
C) Enhance CCC-UC partnership with the Pulitzer Center on Crisis Reporting (events increase by at least 200% between years 1 and 4)	C.1 Conduct events on CCC or UC campus featuring Pulitzer experts	Number of events	Annual	CEAS/CCC records	2	2	3	3	4
		Attendance	Annual	CEAS/CCC records	100	125	150	175	200

* For an Associate Degree, CCC requires one general education course that fulfills the State of Illinois Human Diversity (HD) requirement

APPENDIX 4

LETTERS OF SUPPORT

In Alphabetical Order

1. **Catherine C. Baumann**, Director, Chicago Language Center, University of Chicago
2. **Brandon Nichols**, Ed.D., District Director, Accreditation, Assessment, and Educational Development, City Colleges of Chicago
3. **Ann Peters**, University and Community Outreach Director, Pulitzer Center on Crisis Reporting

U.S. Department of Education
International and Foreign Language Education
National Resource Centers/
Foreign Language and Area Studies Fellowships
1990 K Street, NW, Suite 6083
Washington, DC 20006

June 14, 2018

To the Review Committee,

I gladly write in my role as director of the Chicago Language Center (CLC) at the University of Chicago to again support the proposals submitted for funding as NRCs for Foreign Language and Area Studies by the following University of Chicago area studies centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS), and the Center for Middle Eastern Studies (CMES).

For the past 8 years, through 2 funding cycles, the CLC has worked in close cooperation with these centers. The funding they write into their proposals support and, in some cases, makes possible work we do in the CLC. In turn, we have programs and initiatives in place that broaden the outreach and impact of our Title VI partners.

We intend to again cooperate closely on the following initiatives:

- Advanced proficiency testing, especially for graduate students; this program has been widened considerably and will be available to PhD, Masters, and undergraduate students;
- outreach to establish our new Practical Proficiency assessment, created to assess proficiency outcomes at the end of 2 years of instruction, also available to the groups named above;
- continued outreach and support for the Language Pedagogy Certificate;
- additional ACTFL OPI workshops;
- shared expenses to support the Summer Language Institute, now in its fifth year; and
- shared expenses for pedagogy workshops, offered to our instructors and grad students, as well as to City Colleges of Chicago faculty and Chicago Public School teachers.

As I mentioned, being able to collaborate and cooperate enables all of us to strengthen our programs and broaden our outreach. Our Title VI colleagues are an integral part of the programming undertaken by the CLC.

Sincerely,



Catherine C. Baumann
Director, Chicago Language Center

U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1900 K Street, NW., Suite 6083
Washington, DC, 20006-8521

Wednesday, June 13, 2018

Dear NRC Reviewer,

I write this letter on behalf of the City Colleges of Chicago (CCC) in support of the University of Chicago proposal for funding through the Title VI National Resource Center program. The university currently supports the following area centers:

- Center for East Asia Studies (CEAS)
- Center for Latin American Studies (CLAS)
- Center for East European and Russian/Eurasian Studies (CEERES)
- Center for Middle Eastern Studies (CMES)

CCC represents the largest community college district in Illinois. Included in our district are the following minority serving institutions as recognized by the Department of Education:

Hispanic Serving Institutions	Predominantly Black Institutions
Harold Washington College	Kennedy-King College
Harry S. Truman College	Malcolm X College
Richard J. Daley	Olive-Harvey College
Wilbur Wright College	

Our faculty and staff work with an exceptionally diverse population of students to give them access to resources, which will prepare them to succeed in the workforce or in the pursuit of higher education. We are looking forward to collaborating with the area centers at the University of Chicago to continue and expand our schedule of activities, to take place over the next four years. We plan to continue with the following shared programming:

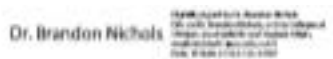
- Access to Library Databases and Resource Materials
- Oral Proficiency Interview Preparation
- Pulitzer Center for Crisis Reporting Events
 - All-college lecture series
 - College and community partners presentations
 - Faculty development listening sessions
 - In-class visits
 - Student Reporting Fellowship competition
- Summer Teaching Institute

As we continue to expand our partnership with the university, we will look to implement the following collaborative efforts:

- Co-Curricular Outreach Activities
- Global and Local Assessment Design support
- Internationalizing Curriculum Design support
 - Course creation and revision to support CCC program general education and core requirements
- Student Ambassador Program

CCC looks forward to continuing the cooperative work and resources that the area centers at the University of Chicago can provide to our faculty and students.

Sincerely,



Dr. Brandon Nichols

Brandon Nichols, Ed.D.
District Director, Accreditation, Assessment, and Educational Development

June 12, 2018

To Whom It May Concern:

I am writing on behalf of the Pulitzer Center on Crisis Reporting to describe the strong impact of our partnership with City Colleges of Chicago and with the four University of Chicago National Resource Centers (East Asian Studies, East European and Russian/Eurasian Studies, Latin American Studies and Middle Eastern Studies).

The Pulitzer Center is an innovative award-winning non-profit journalism organization dedicated to supporting in-depth engagement with underreported global affairs through international journalism across all media platforms and K-16 educational programming. Since 2006, we've worked with hundreds of journalists to support their reporting and with thousands of students to increase their global awareness.

The Pulitzer Center has a long history of collaboration with educational institutions in Chicago including with the University of Chicago. In 2015, for example, the Pulitzer Center and the University of Chicago NRCs began to work on a mutual priority: to develop partnerships with community colleges. The NRCs brought us into their conversations with City Colleges, the largest community college district in Illinois. Out of those initial conversations, we organized two information sessions, three classroom visits, three professional development workshops, and six public presentations on four campuses.

We then formalized our partnership through a Memorandum of Understanding with the City Colleges of Chicago designating them as a Campus Consortium Partner. For the academic years 2016-17 and 2017-18, we planned a robust series of events, organized and funded primarily by the National Resource Centers. The programming included two multi-day Summer Institute for Educators at the University of Chicago and visits by Pulitzer Center journalists to six City Colleges campuses, some campuses several times, during the two-year period.

Visits brought journalists and Pulitzer Center staff into contact with students and faculty in the humanities and sciences including culinary arts, microbiology, news literacy, and race and ethnic relations. The sessions ranged from community forum to classroom visits to more informal conversations between journalists, students and faculty. Journalists and their topic areas included:

Filmmaker Karim Chrobog on global food waste (October 2016)

Photographer Misha Friedman on HIV/AIDS (April 2017)

Photographer Sean Gallagher on biodiversity (September 2017).

Radio and multimedia journalists Rolando Arrieta and Luis Trelles on Cuba (March 2018).

In addition, two students received international reporting fellowships supported by Pulitzer Center donors. The students develop their own projects under the guidance of Pulitzer Center and City Colleges mentors, gaining valuable field experience while completing publishable articles.

This three-way partnership has had rapid growth. We at the Pulitzer Center—as well as the faculty and students we have connected with through these programs—have benefited from the relationship with the National Resource Centers at the University of Chicago.

We strongly support Title VI initiatives and urge you to continue funding support of these excellent, internationally-focused activities that benefit community college faculty and students. We are looking forward to planning for the 2018-2019 academic year.

Sincerely,

A handwritten signature in black ink, appearing to read 'APeters', with a stylized flourish at the end.

Ann Peters
University and Community Outreach Director

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** 1237-CEAS - Title VI Project Budget formatted for a

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Federal Funds for National Resource Center Budget, FY 2018-2021										
(AP-1)=Absolute Priority 1; (AP-2)=Absolute Priority 2; (CP-1)=Competitive Preference Priority 1; (CP-2)=Competitive Preference Priority 2										
Budget Category	% paid with federal funds				Rate	Year 1	Year 2	Year 3	Year 4	References
	yr 1	yr 2	yr 3	yr 4		2018-2019	2019-2020	2020-2021	2021-2022	
A. SALARIES (estimated yearly increase 2%)										
1. Administrative (AP-1 & AP-2)										
CEAS Assistant Director, Connie Yip	25%	25%	25%	25%	64,101	16,025	16,346	16,673	17,006	§B.2.a-b
Administration Subtotal						16,025	16,346	16,673	17,006	
2. Language Instruction (AP-1 & AP-2; FLAS CP-2)										
a. Korean Program Director, Jieun Kim	50%	50%	50%	50%	61,560	30,780	31,396	32,024	32,664	§A.1.i, §G
b. Korean Lecturer, Wonkyung Na	35%	35%	35%	35%	57,000	19,950	20,349	20,756	21,171	§A.1.i, §G
c. Graduate Instructor, 3rd Level Korean	100%	100%	100%	100%	18,000	18,000	18,000	18,000	18,000	§A.1.i, §G
d. Graduate Instructor, 4th Level EALC Media Course Chinese, Japanese or Korean	100%	100%	100%	100%	18,000	18,000	18,000	18,000	18,000	§A.1.i, §G
Language Instruction Subtotal						86,730	87,745	88,779	89,835	
3. Outreach & Teacher Training (AP-1 & AP-2)										
Outreach Coordinator, Myra Su	30%	30%	30%	30%	33,664	10,099	10,301	10,507	10,718	§B.2.a-b
Outreach Subtotal						10,099	10,301	10,507	10,718	
Salaries Subtotal						\$ 112,855	\$ 114,392	\$ 115,959	\$ 117,559	
B. FRINGE BENEFITS										
1. Administrative Salaries	25%	25%	25%	25%	21.2%	3,397	3,465	3,535	3,605	
2. Language Lecturer Salaries	35-50%	35-50%	35-50%	35-50%	21.2%	10,755	10,970	11,189	11,413	
3. Outreach Coordinator Salary	30%	30%	30%	30%	21.2%	2,141	2,184	2,228	2,272	
Fringe Benefits Subtotal						\$ 16,293	\$ 16,619	\$ 16,951	\$ 17,290	
C. TRAVEL										
1. CEAS Faculty and Staff Travel: NRC/FLAS Meetings and Professional Development (\$300 airfare + \$450 per diem = \$750/yr)						\$ 750	\$ 750	\$ 750	\$ 750	§B.1.b
Travel Subtotal						\$ 750	\$ 750	\$ 750	\$ 750	
D. SUPPLIES										
1. Course Development Supplies (AP-1 & AP-2) (3 courses @\$1,000 = \$3,000/yr)						3,000	3,000	3,000	3,000	§A.1&4; §G.4.b
2. Library Acquisitions (AP-1 & AP-2)						30,000	30,000	30,000	30,000	§A.1.iii&4; §E
3. Film Library Acquisitions (AP-1 & AP-2) (50 DVDs @ \$50 = \$2,500/yr)						2,500	2,500	2,500	2,500	§A.1.iii; §G.4.b; §I
Supplies Subtotal						\$ 35,500	\$ 35,500	\$ 35,500	\$ 35,500	
E. OTHER										
1. LCTL and Area Studies Curriculum Enrichment (AP-1 & AP-2; FLAS CP-2)										
a. Course Development and Enhancement for EA Media and LxC Components (AP-1 & AP-2) (3 courses @ \$1,500 = \$4,500/yr)						4,500	4,500	4,500	4,500	§A.1&4; §G.4.b
b. Workshops for Translation-Related Courses (AP-1 & AP-2) (2 workshops @ \$2,000 = \$4,000/yr)						4,000	4,000	4,000	4,000	§A.1.i&ii
c. (Re-)Design of CJK Language Assessment and Curriculum for Competency, Practical and Advanced Proficiencies (AP-1 & AP-2; CP-2)						3,000	3,000	3,000	3,000	§A.1.i; §G.4.c
d. Testing and OPI Assessments; Practical and Advanced Foreign Language Proficiency Certificates for Students (AP-1 & AP-2; CP-2) (20 @ \$120/proficiency certificate/OPI assessment = \$2,400/yr)						2,400	2,400	2,400	2,400	§A.1.i&iv; §A.4; §G; §K
e. CJK Pedagogy Workshops within EALC (AP-1 & AP-2; CP-2) (Yr 1-4)						4,500	4,500	4,500	4,500	§A.1.i; §G.3.b; §G.4.c
Curriculum Enrichment Subtotal						18,400	18,400	18,400	18,400	
2. Development and Dissemination of Innovative Research and Training through Regional and International Collaborations (ALL AP-1 & AP-2)										
a. Science and Technology Studies: Japan and East Asia - Working Group and Symposia (Yr 2 and Yr 4)							15,000		15,000	§A.1.ii; §B.1.a

b. Digital Humanities Methods for Japanese and Chinese Studies - <i>Workshops Yr 1 and Yr 2; Coding Software Modules, Text Preparation in Yr 3 and Yr 4</i>						15,000	15,000	4,600	4,600	§A.1.ii; §B.1.a
c. East Asian Translation Across Disciplines - <i>Faculty-led Publication Projects Training Advanced Graduate Students</i>						3,600	3,600	3,600	3,600	§A.1.ii; §B.1.a
d. East Asia and the Silk Roads - <i>Working Group, Lectures, Workshops - Joint NRC Collaboration with CMES and CEERES</i>						2,500	2,500	2,500	2,500	§A.1.ii
<i>Innovative Research and Training Subtotal</i>						21,100	36,100	10,700	25,700	
3. Outreach and Teacher Training (<i>ALL AP-1 & AP-2</i>)										
a. K-16 Curriculum Development and Support - <i>includes Teacher Training and Professional Development Workshops and other Joint NRC Outreach Initiatives (CP-1)</i>						4,000	4,000	4,000	4,000	§A.1.iv-v; §C.4.b; Tables C-3&C-4; §I.1.a-b
b. Library Travel Allowances (<i>CP-1</i>) (5 @ \$500)						2,500	2,500	2,500	2,500	§A; Table C-3; §E.1.b; Table I-1
c. Partnerships with Minority-Serving Institutions (<i>CP-1</i>)						5,000	5,000	5,000	5,000	§A.1.iv-v; Table A-1; Table C-3; §C.4; §I; §K.1.a
d. NRC Joint Partnership with Chicago Language Center (<i>CP-2</i>)						5,000	5,000	5,000	5,000	§A.1.i&iv; §G.3.b; Table I-1; §K.1.b
e. NRC Joint Partnership with Chicago Center for Teaching - <i>Area Studies Pedagogical Training (CP-2)</i>						2,000	2,000	2,000	2,000	§A.1.iv; §C.5; §F.3.b; §G.3.b; §H.2; §K.1.b
f. PATHS Public Lectureship (<i>CP-1 & CP-2</i>)						500	500	500	500	§A.1.iv; Table A-1; §K.1.b
g. Interdisciplinary East Asian Media and Performance - Outreach Events (<i>ALL CP-1</i>)										§A.1.v; §I.1.c
i. Film Series and Director Visits						5,000	5,000	5,000	5,000	§A.1.v; §I
ii. Global Music Series with UChicago Presents						10,000	10,000	10,000	10,000	§A.1.v; §I
iii. Performances and Performance Workshops						5,000	5,000	5,000	5,000	§A.1.v; §I
h. Graduate Student Workshops - <i>includes Council on Advanced Studies Interdisciplinary Workshops, Specialized Translation and Reading Groups</i>						5,000	5,000	5,000	5,000	§A.1.iv; §G.2; §H.3.b; §K.1.b
i. CEAS Film Library Database Redesign and Website Migration and Maintenance						5,000	5,000	5,000	5,000	§A.1.iii&v; §I
<i>Outreach Subtotal</i>						49,000	49,000	49,000	49,000	
4. Program Evaluation (<i>AP-1 & AP-2; CP-1 & CP-2</i>)										
a. NRC Joint Evaluation w/ Outlier						5,000	5,000	5,000	5,000	§A.1.vi; §C.4.a-b
<i>Evaluation Subtotal</i>						5,000	5,000	5,000	5,000	
<i>Other Subtotal</i>						\$ 93,500	\$ 108,500	\$ 83,100	\$ 98,100	
F. TOTAL DIRECT COSTS						\$ 258,898	\$ 275,761	\$ 252,261	\$ 269,199	
G. INDIRECT COSTS	8%	8%	8%	8%		\$ 20,712	\$ 22,061	\$ 20,181	\$ 21,536	
TOTAL NRC BUDGET REQUEST						\$ 279,609	\$ 297,821	\$ 272,442	\$ 290,735	
H. Training Stipends (FLAS - 9 AY; 7 Summer)						\$ 349,500	\$ 349,500	\$ 349,500	\$ 349,500	§A-D; §G; §J
TOTAL NRC and FLAS BUDGET REQUEST						\$ 629,109	\$ 647,321	\$ 621,942	\$ 640,235	

University of Chicago Center for East Asian Studies
NRC and FLAS Proposal, 2018-2022

Federal Funds for FLAS Fellowships Budget, FY 2018-2021						
		Title VI Funds				References
Category and Explanation	Rate	2018-19	2019-20	2020-21	2021-22	
Academic Year Awards						§A-D; §G; §J
Subsistence Allowance	9 grad students @ \$15,000	\$135,000	\$135,000	\$135,000	\$135,000	
Institutional Payment	9 grad students @ \$18,000	\$162,000	\$162,000	\$162,000	\$162,000	
<i>Academic Year Subtotal</i>		<i>\$297,000</i>	<i>\$297,000</i>	<i>\$297,000</i>	<i>\$297,000</i>	
Summer Awards						§A-D; §G; §J
Subsistence Allowance	7 grad students @ \$2,500	\$17,500	\$17,500	\$17,500	\$17,500	
Institutional Payment	7 grad students @ \$5,000	\$35,000	\$35,000	\$35,000	\$35,000	
<i>Summer Subtotal</i>		<i>\$52,500</i>	<i>\$52,500</i>	<i>\$52,500</i>	<i>\$52,500</i>	
Total FLAS Budget Request		\$349,500	\$349,500	\$349,500	\$349,500	

Budget Justification: ED-524 Section C

Budget Narrative Justification – NRC and FLAS Proposal FY 2018-2021

The budget demonstrates the University of Chicago's commitment to engage in the priority activities requested by the U.S. Department of Education under the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) programs. The activities in the NRC budget encompass the Absolute Priorities for teacher training, diverse perspectives, and encouragement of service in government, education, business and non-profit sectors. Please note that in addition to coding NRC Absolute Priorities, we have coded/annotated those activities which address both NRC and FLAS Competitive Preference Priorities.

(AP-1) = Absolute Priority 1
(AP-2) = Absolute Priority 2

(CP-1) = Competitive Preference Priority 1
(CP-2) = Competitive Preference Priority 2

National Resource Center Program (NRC)

A) Salaries

Full-Time Expenditure (FTE) salaries are projected to increase by 2% each year. Fringe benefits are calculated @ 21.2% for benefits-eligible employees and 7.2% for benefits-ineligible employees. No benefits are charged for registered University of Chicago students.

1) Administrative (AP-1 and AP-2)

- a) **CEAS Assistant Director for Programming, Connie Yip.** Funds are requested for 25% salary recovery of FTE \$64,101 each project year. All of the time paid by the U.S. Department of Education (USED) is for administration and implementation of public and academic programming components of the grant, preparing progress reports, liaison with student groups and other campus and community partners, and development of social media and website projects to improve dissemination of diverse perspectives about East Asian studies.

2) Language Instruction (AP-1 and AP-2; FLAS, CP-2)

- a) **EALC Korean Language Program Director, Jieun Kim.** Funds are requested for 50% salary recovery of FTE \$61,560 each project year for overseeing Korean assessment and curricular development initiatives; collaboration on EALC pedagogy workshops and assessment of professional development pedagogy needs specific for Korean language program; development of multi-media teaching materials and advanced levels of Korean language courses; and classroom instruction each quarter.
- b) **Korean Language Lecturer, Wonkyung Na.** Funds are requested for 35% salary recovery of FTE \$57,000 each project year to support advanced levels of Korean language courses, development of multi-media teaching materials, and classroom instruction each quarter.
- c) **Graduate Instructor, 3rd Level (Advanced) Korean.** Funds are requested for 100% salary recovery (3 courses @ \$6,000 = \$18,000) each project year to support advanced levels of Korean language courses. Graduate Instructors receive training from Korean Language Program Director and are able to build their professional teaching portfolio.

- d) **Graduate Instructor, 4th Level, EALC Media Course (Chinese, Japanese or Korean).** Funds are requested for 100% salary recovery (3 courses @ \$6,000 = \$18,000) each project year to support advanced CJK languages courses that incorporate authentic, primary source materials and multi-media pedagogy (e.g., utilization of films, newspapers, tv series, subtitling, plays, performances, advertising, magazines, etc.) to ensure students not only achieve advanced levels in all “Four Skills” (listening comprehension, speaking, reading, and writing), but also advanced cultural and sociolinguistic proficiencies. Graduate Instructors receive training from the relevant EALC Language Program Director and are able to build their professional teaching portfolio.

3) **Outreach and Teacher Training (AP-1 and AP-2)**

Outreach Coordinator, Myra Su. Funds are requested for 30% salary recovery of FTE \$33,664 each project year for a three-quarter-time Outreach Coordinator. All of the time paid by USED is for coordinating outreach activities, including teacher training. The Outreach Coordinator manages the CEAS Film Library, creation of marketing materials, recording and documentation of events, developing new initiatives such as podcasts and other website content, and is integral to our K-16 outreach activities and evaluation that are coordinated with the Associate Director in collaboration with other University of Chicago Area Studies Centers.

B) **Fringe Benefits**

Fringe benefits on salaries are based on the University’s negotiated rates for Federal grants. Those rates are 21.2% for benefits-eligible employees and 7.2% for benefits-ineligible employees. No benefits are charged for registered University of Chicago students.

C) **Travel**

Funds are requested for CEAS faculty and staff travel for NRC/FLAS meetings and professional development. (\$300 airfare + \$450 per diem = \$750 per year)

D) **Supplies**

- 1) **Course Development Supplies (AP-1 and AP-2).** Funds are requested to support the development of new or enhanced courses with East Asian interdisciplinary media components. CEAS requests \$3,000 for supplies per year to be used for items such as software, research materials, subtitling, media acquisitions, photocopies, printing, etc. (3 courses per year @ \$1,000 = \$3,000)
- 2) **Library Acquisitions (AP-1 and AP-2).** CEAS requests funds for each project year for acquisition of key books, journals, microfiche, databases, indices and reference guides, newspapers, and electronic/media resources for the East Asia region to enhance academic programming and interdisciplinary collaborations at the University of Chicago.
- 3) **CEAS Film Library Acquisitions (AP-1 and AP-2).** CEAS requests \$2,500 per year to continue to enhance the CEAS Film Library with targeted collections and purchases of Japanese, Korean, and Chinese feature films, documentaries, performances and television series to be used in subtitling for course development, teacher training, director visits, film screenings, and workshops. Utilization of EA media, such as films, remains a strong component enhancing both language and area studies instruction at the University of Chicago. Film screenings with audience discussions are also an important and popular outreach event in the community and provide increased exposure to diverse perspectives on East Asia. (approximately 50 DVDs per year @ \$50 = \$2,500)

E) **Other**

1) **LCTL and Area Studies Curriculum Enrichment** (*AP-1 and AP-2; FLAS, CP-2*)

- a) **Course Development and Enhancement for EA Media and LxC Components** (*AP-1 and AP-2*). Each project year, CEAS will coordinate the development of at least three, new and/or enhanced courses that focus on learning East Asian languages and/or area studies issues in the region of East Asia through interdisciplinary media. This will include the hiring and training of student assistants to conduct specialized research, subtitle video materials, digitize collections, and collate other authentic, primary source materials to be utilized during course instruction. Such support will also enhance the development of additional LxC courses and discussion sessions. (3 courses per year @ \$1,500 = \$4,500)
- b) **Workshops for Translation-Related Courses** (*AP-1 and AP-2*). Each project year, CEAS will coordinate dedicated training workshops to enhance courses developing skills related to translation across the disciplines. Funds will be utilized for venue rental, guest speaker travel, and professional services fees for lectures and other hands-on, technical workshop sessions. Events will include video and/or podcast outputs. (2 workshops per year @ \$2,000 = \$4,000)
- c) **(Re-)Design of CJK Language Assessment and Curriculum Competency, Practical and Advanced Proficiencies** (*AP-2 and CP-2*). Each project year, CEAS, in coordination with the Chicago Language Center (CLC), will support the design/re-design of assessment and curriculum components for Chinese, Japanese and Korean, including College Language Competency, Practical Language Proficiency (new, intermediate-level proficiency certificate to encourage 2 years of study in an additional language); and Advanced Language Proficiency. Funds will support shared programming related to curriculum design and assessment with focus on training University of Chicago lecturers and language assistants (e.g., creation of CJK exams, assessment resources, and CLC curriculum design workshops for pedagogy training). (\$3,000 per year)
- d) **Testing and OPI Assessments; Practical and Advanced Foreign Language Proficiency Certificates for Students** (*AP-1 and AP-2*). Each project year, CEAS will support testing and OPI assessments for undergraduate and graduate students participating in University of Chicago CJK language programs (e.g., Summer Language Institute), as well the testing of graduate students for Practical and Advanced Foreign Language Certificates. Students passing the proficiency tests will be awarded a Certificate, and an annotation will be included on their transcripts. The Certificate serves as an incentive for graduate students, especially those who are not using their language in their main research, to reach advanced proficiency in a structured targeted manner. (Approximately \$120 per proficiency certificate/OPI assessment x 20 = \$2,400)
- e) **CJK Pedagogy Workshops within EALC** (*AP-1 and AP-2; CP-2*). CEAS will partner with the Chicago Language Center and the CJK Language Program Directors in the Department of East Asian Languages and Civilizations (EALC) to develop annual workshops for EALC language instructors and language assistants that specifically address advancements in EA language pedagogy, ACTFL training, articulation across levels, reverse course design, heritage learners, use of technology in the classroom, and other relevant topics. Workshops will have keynote speakers and individual breakout sessions to address relevant topics of particular interest per CJK language. Funds are for an annual EALC workshop, including venue rental curricular materials, guest speakers travel and lodging, professional service fees, and relevant ACTFL training fees. (\$4,500)
- Venue rental and curricular materials: \$300
 - Guest speakers travel: 3 @ \$500 = \$1,500

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- Hotel: 3 @ \$400 (2 nights) = \$1,200
- Professional Service Fees: 3 @ \$500 = \$1,500
- Total per year: \$4,500*

2) Development and Dissemination of Innovative Research and Training through Regional and International Collaborations (AP-1 and AP-2)

CEAS plans to co-sponsor interdisciplinary conferences, workshops and lectures during the four-year grant cycle. Each of these events will involve financial and logistical collaboration with other units on our campus and/or with other NRCs, domestic, and foreign institutions. NRC funds will support travel expenses for invited speakers and some professional service/speaker fees, and research assistant training. All events will be open to the public.

- a) **Science and Technology Studies: Japan and East Asia (AP-1 and AP-2).** CEAS activities will cultivate a transregional working group of domestic and international scholars and students through symposia and related training workshops focusing on Science and Technology Studies: Japan and East Asia (Year 2 and Year 4). Interdisciplinary topics may include infrastructure, risk management, environmental crises, sustainability, the intersection between political economy, life sciences and information sciences, and ethnographic research and field work techniques. Funds are for domestic and international speaker travel, keynote speaker fees, and graduate student travel allowances from partnering institutions. Events will include separate training sessions for students, video and/or podcast outputs, and there are plans for future publications.
(\$15,000, Year 2 and Year 4)

- Guest speaker domestic travel: 5 @ \$500 = \$2,500
- Guest speaker international travel: 5 @ \$1,500 = \$7,500
- Graduate student travel allowances for students from partnering institutions:
10 @ \$300 = \$3,000
- Keynote speaker fees: 4 @ \$500 = \$2,000
- Total: \$15,000*

- b) **Digital Humanities Methods for Japanese and Chinese Studies (AP-1 and AP-2).** CEAS activities will cultivate an interdisciplinary working group of domestic and international scholars, students, and librarians through workshops related to advances in digital humanities methods for Japanese and Chinese studies. Topics may include text-mining, text-analysis, coding, programming, and utilization of specialized archives. Events will include separate training sessions for students, video and/or podcast outputs, and all workshop materials and software will be publicly available.

Workshops and Training, Year 1 (Japanese) and Year 2 (Chinese)

- Guest speaker domestic travel: 8 @ \$500 = \$4,000
- Guest speaker international travel: 2 @ \$1,500 = \$3,000
- Graduate student travel allowances for students from partnering institutions:
10 @ \$300 = \$3,000
- Keynote speaker fees: 4 @ \$500 = \$2,000
- Total: \$15,000 (Year 1 and Year 2)*

Coding Software, Modules, Text Preparation, Year 3 and Year 4

- Software: \$1,000
- Research assistants for coding modules and text preparation:
2 students x \$15/hr x 120 = \$3,600
- Total: \$3,600 (Year 3 and Year 4)*

- c) **East Asian Translation Across Disciplines** (*AP-1 and AP-2*). Each year, CEAS will support faculty-led publication projects training advanced graduate students in translation techniques across disciplines. CEAS will administer an annual call for proposals for faculty projects to be vetted by the CEAS Executive Committee. Graduate students will receive faculty mentoring and training to produce translations for publication and build professional skills and publishing profiles in diverse fields of expertise. (2 research assistants x \$15/hr x 120 = \$3,600)
 - d) **East Asia and the Silk Roads** (*AP-1 and AP-2*). CEAS will support a joint NRC collaboration with the Center for Middle Eastern Studies and the Center for East European and Russian/Eurasian Studies to develop a working group of scholars, faculty, and students exchanging diverse, interdisciplinary, and transregional perspectives through annual lectures and workshops. Topics may examine both the historical and contemporary concepts of “Silk Roads” and the networks of routes linking East and West, impacting economic, cultural, religious, political and social interactions across centuries. Events will include video and/or podcast outputs. Funds are for shared expenses for lecture series and/or workshop speaker travel and professional service fees. (\$2,500 per year)
- 3) **Outreach and Teacher Training** (*AP-1 & AP-2; CP-1 & CP-2*)
- a) **K-16 Curriculum Development and Support** (*AP-1 and AP-2; CP-1*). CEAS will continue to support workshops for K-12 educators, MSI/CC faculty, and other regional educator and administrators providing professional development in global and East Asian area content. This includes teacher training and other joint NRC outreach initiatives (e.g., International Education Conferences, Summer Institutes for Educators, Model UN Simulations, Teacher Appreciation activities at local museums, etc.). Funds are for shared expenses for speaker travel, professional service fees, materials, and international curriculum development. Events will include video and/or podcast outputs, and all relevant workshop materials will be posted on UChicago Educator Outreach website. (\$4,000 per year)
 - b) **Library Travel Allowances** (*AP-1 and AP-2; CP-1*). CEAS will offer travel allowances to researchers from outside the Chicago area who want to collaborate with our East Asian Collection librarians and use the University of Chicago Library system to access CJK research materials that are unavailable at their home institutions. (5 @ \$500 = \$2,500 per year)
 - c) **Partnerships with Minority Serving Institutions** (*AP-1 and AP-2; CP-1*). CEAS, in cooperation with other UC NRCs, will continue to partner with the City Colleges of Chicago and other MSIs to provide an enhanced range of global and East Asian curricular resources to teachers and students, including co-curricular academic activities; extra-curricular cultural events; creation of a faculty-led Global Ambassadors Program to provide students with training and exposure for event coordination, community building, and liaison with UC area studies centers; faculty course development funds; and program evaluation for international curricular components to support human diversity and accreditation needs and to demonstrate impact through cultural and global competencies. Funds are for shared expenses for supplies, speaker travel and fees, and development of evaluation tools through Outlier. (\$5,000 per year)
 - d) **NRC Joint Partnership with Chicago Language Center** (*AP-1 and AP-2; CP-2*). CEAS will partner with the Chicago Language Center (CLC) and other UC NRCs on shared programming related to curriculum design and assessment, with focus on training UC lecturers, language assistants, and foreign language instructors from CCC and other local schools. This includes ACTFL training and language pedagogy workshops to increase access to proficiency guidelines for language instructors both on and off campus, as well as enhancing the CLC-CCT College

Teaching Certificate: Second Language Pedagogy. Funds are for shared expenses for training materials and speaker travel and fees. (\$5,000 per year)

- e) **NRC Joint Partnership with Chicago Center for Teaching** (*AP-1 and AP-2; CP-2*). CEAS will partner with the Chicago Center for Teaching (CCT) and other UC NRCs on shared programming related to area studies pedagogical training. This includes funds to underwrite a portion of the costs for a CCT Teaching Fellow to focus on providing pedagogical training focused on the needs of area studies specialists; creation of a CCT workshop series on offering an introductory EAS course and how to develop international survey courses across disciplines; as well as enhancement of area studies components of the CCT course design and teaching portfolio seminars and College Teaching Certificate program. Funds are for shared expenses for teaching fellow, training materials and speaker travel and fees. (\$2,000 per year)
- f) **PATHS Public Lectureship** (*AP-1 and AP-2; CP-1 and CP-2*). Program developed in coordination with UChicagoGRAD to provide outreach opportunities for graduate students to develop professional, public presentation and teaching skills in their fields. Includes prerequisite training at UChicagoGRAD and CEAS on public speaking for diverse audiences and community outreach. Events will take place at public libraries, community centers, public schools, MSIs and community colleges. (Shared program expenses for 2 student lectures, transportation, and publicity: 2 @ \$250 = \$500 per year for East Asian topics)
- g) **Interdisciplinary East Asian Media and Performance – Outreach Events** (*AP-1 and AP-2; CP-1*). CEAS regularly collaborates with other organizations on campus and in the community on film screenings, cultural festivals, photo and art exhibits, and musical and artistic performances. Such programming often includes “mini-residencies” allowing for additional outreach activities with local schools and MSIs. All events are free and open to the public. Events will include video and/or podcast outputs which would be publicly available on the CEAS and UChicago Educator Outreach websites. Funds will cover speaker/artist travel and professional/performance fees; costs and supplies for mounting an exhibit; student translators; shipping fees for reels of film; and venue rental.

CEAS proposes the following outreach activities to focus on of East Asian film, music, and performance in order to increase exposure to and understanding of diverse perspectives on both traditional and modern East Asian cultures and societies.

- i.) Film Series and Director Visits - To bring important EA films, documentaries, and directors to engage with the UC campus and the wider community. (\$5,000 per year)
- ii.) Global Music Series with UChicago Presents – To support a new, world music series partnership with UChicago Presents that will encompass high-profile, on-campus performances; residency programs to coordinate master classes and specialized workshops; and outreach to local schools, MSIs, and community groups. (\$10,000 per year)
- iii.) Performances and Performance Workshops – To bring EA performance artists, actors, producers, poets, and dramaturgs to campus for artistic and cultural performances and to conduct training workshops focusing on performance and production techniques, as well as issues of literary and cultural translation. Such activities would complement course offerings in EALC and TAPS, programming at the Court Theatre, Logan Center, and Smart Museum, and also provide opportunities for additional outreach with local schools and MSIs (\$5,000 per year)

- h) **Graduate Student Workshops** (*AP-1 and AP-2*). CEAS requests funds for faculty-sponsored, East Asia-focused graduate workshops, including Council on Advanced Studies interdisciplinary workshops, and specialized translation and reading groups, to provide venues for feedback on research, training, professionalization, networking, and career development. Funds are for materials and guest speaker travel and fees. (\$5,000 per year)
- i) **CEAS Film Library Database Redesign and Website Migration and Maintenance** (*AP-1 and AP-2*). CEAS requests funds for server space to house our websites and film library, as well as archival recordings of CEAS events. This includes plans for database redesign and website migration, as well as technical support for multi-media projects, and the creation, maintenance, and enhancement of online resources across platforms [i.e., websites (CEAS, Film Library, UChicago Educator Outreach, Kanji Alive), YouTube channels, and social media applications.] (\$5,000 per year)

4) Program Evaluation (*AP-1 and AP-2; CP-1 and CP-2*)

All UC NRCs will jointly engage experts at Outlier Research and Evaluation (Outlier), the research and evaluation arm of UChicago STEM Education, to develop evaluation tools and conduct periodic evaluations of programming, performance, impact, and to track alumni data. Funds are for shared expenses for Outlier professional fees. (\$5,000 per year)

Training Stipends - Foreign Language and Area Studies Fellowships (FLAS, CP-1 & CP-2)

The Foreign Language and Area Studies (FLAS) Fellowships budget can only cover stipends and institutional payments for the students receiving FLAS awards. However, as noted above, the funding that our NRC budget contains for foreign language instruction addresses the FLAS Competitive Preference Priority-2 and allows CEAS to give more than 25% of our awards to students studying priority LCTLs as defined by the USED. In fact, 100% of CEAS FLAS awards are for priority EA LCTLs (Chinese, Japanese and Korean). The University of Chicago Summer Language Institute and University of Chicago Center in Beijing Intensive Summer Chinese Language Program also meet this priority by offering priority languages in programs which were designed explicitly to meet FLAS-eligibility requirements. University of Chicago FLAS award procedures also ensure that fellowships are awarded to students who demonstrate financial need (Competitive Preference Priority-1). Taking into consideration the current student demand for EA language and area studies training, CEAS requests the following FLAS funding for 2018-2022:

- 1) Academic Year FLAS fellowships for 9 graduate students @ \$33,000 per award = \$297,000
- 2) Summer FLAS fellowships for 7 graduate students @ \$7,500 per award = \$52,500